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ABSTRACT

The units contained in this guide are intended primarily as resource materials to assist grade 2 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Eighteen units relate to social studies and are titled Airport, Career Awareness, Community Helpers, Environmental Control, Factories, Getting Ready to Take a Trip, Health and Safety, Hospitality and Recreational Services, How People Help Me in the Community, How We Get There, India, Japan, Jobs Our Parents Do, Local and Global Communication and Transportation, Main Street--U.S.A., Places to Stay and Eat, "Ride 'Em Cowboy!", and Transportation and Communication. Four science-related units are also included and cover space exploration, dental care, marine occupations, and nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

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ED142778

CAREER EDUCATION RESOURCE UNITS

GRADE: 2

March, 1976

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DE 011 890

CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

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FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individuals lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

The units which appear in these Career Education Resource Volumes were developed by elementary teachers in the Newark School District. The units are organized by grade level. A special volume entitled "Special Programs" has been assembled for programs appropriate for multi-grade activities.

The function of these units is to serve as a guide for teachers who are interested in adapting aspects of career education to their curriculum. They are intended to be utilized primarily as resource materials that can assist teachers in identifying units into which career concepts can be infused, and also in identifying instructional activities that correlate basic skill and career education objectives.

Components of each volume include introductory information which includes the district definition of career education and career program goals, the instructional unit, and a listing of the teachers who developed the materials along with the school where the materials were field tested.

Rationale for Elementary Career Awareness:

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying career pursuit.

Definition of Career Education:

Career Education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Elementary Career Awareness:

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUB GOALS: To develop in pupils an awareness that:

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUB GOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.

2. People have differing abilities, values, attitudes, and interests; and occupations differ in their requirements and prospects.

3. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.

4. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need some skill or training.

2. All people can and should contribute their talents and capabilities to the world of work.

3. People should adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of work available.

5. Man's work affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieveing career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

SOCIAL STUDIES

Unit Title: AIRPORT

I. Unit Overview: The purpose of this unit is to broaden the childs understanding of the significance of air transportation plays in the life of people and the community it serves. Through studying the airport, we expect to help the child develop an understanding of the interdependence of various occupations and services found at the airport. The student will learn that the airport has an important function in the community in that it can make available goods and services which at one time were unaccessible due to the great amount of time it took to transport people and freight from one location to another.

The child will become familiar with occupations dealing with air transport. He will learn how each of these workers depend upon one another to do an effective job in assuring that our mail, freight, and people move safely and efficiently from place to place.

This unit may take approximately three or four weeks to complete and will affect approximately sixty-five children.

II. Unit Content Outline:

A. Airport--physical plant
   1. Places airports may be located.
      a. Located mainly in populated urban areas.
      b. Larger towns in rural areas.
   2. Study various facilities and buildings found at airports.
      a. Runways
      b. Airplane hangers
      c. Terminal building
      d. Control tower
      e. Storage areas
      f. Equipment and machinery
      g. Types of planes
   3. Services offered at airports.
      a. Passenger services
      b. Information desk
      c. Freight service
      d. Restaurant
      e. Rent-a-car service
      f. Weather service
      g. Emergency medical services
      h. Mail service

B. Occupations found at airports
   1. Sky caps of porters--carry suitcases, baggage
   2. Ticket agents
      a. Sell tickets for passengers
      b. Give information concerning flights
      c. Aids passengers in scheduling flights
   3. Passenger agent
      a. Announces when passengers may board planes
      b. Checks tickets

4. Stewardess and/or stewards--serve passengers on plane
5. Pilots
   a. Makes flight plans
   b. Training to become a pilot
6. Mechanics
   a. Checks engine of planes
   b. Makes repairs
7. Cargo Loaders--unloads and transports baggage to terminal
8. Fuelers--refuel planes for flight
9. Controllers--helps planes land and take off
10. Weatherman (meteorologist)
    a. Studies weather
    b. Aids pilots, traffic managers, in making flight plans.
11. Flight Dispatcher
12. Airport manager--sees that the airport functions smoothly.

III. Unit Objectives:

1. The student will be able to describe ways in which the airport serves an important function in the community.
2. The student will be able to define ways in which airports serve various people in the community.
3. The student will be able to identify various occupations necessary to help the airport to function properly.
4. The student will state in what ways various workers at the airport depend upon one another.

IV. Unit Description:

A. Criterion Referenced Objectives:
   1. Given certain occupation, child will pantomine task performed by that worker for the rest of the class to guess.
   2. Having been read stories on various occupations found at the airport, child will be able to name at least three workers found at the airport and describe a service they provide.
   3. After visit to the local airport, child will be able to describe orally two ways in which the airport serves the community.
   4. Given a specific airport worker, child should be able to name at least two other workers which assist given worker.
   5. Given true or false test of 10 items on services provided by various airport workers, child should be able to answer correctly at least seven items.

B. Learning Activities:
   1. Read story on "How You May Fly" and "First Flight". Lead children into a discussion on air travel and the airport. EXAMPLE: Have children recall parts of airport mentioned in the story.

2. Read "Let's Go to An Airport", by Laura Sootin. Identify parts to airport not mentioned in previous story, "First Flight". Have children discuss where many airports are located, experiencing with flying, locate cities they have been to on the map.
3. Prepare a display with books on airports, planes, air travel, for children to read and brouse through.
4. Prepare a chart on new vocabulary learned from stories and reading on the airport and air travel.
5. Read "At the Airport" from Childcraft books Vol. 8, pp. 250-257. Have children make a list of various workers at the airport and discuss the services they provide.
6. Show film "Transportation--Footpath to Air Line", 1965 (primary) color 16 min.
7. Construct scrapbook of pictures of airports and machines, people around airport. Write descriptions or captions below pictures. Make diagrams of airports showing location of buildings and runways.
8. Study the history of aviation.
9. Have children construct an airport scene for the felt-board. Have children prepare a set of colored cut-out pictures of airplanes, hangers, air terminals, and other buildings one would find at the airport.
10. Learn poem, "The Airport" by Marcella Hartman as a choral reading.
11. Invite a pilot, airport manager, or some one connected with the airport to visit the classroom. Have the class prepare questions concerning planes or the airport they would like answered.
12. Prepare a trip to a local airport to learn more about airports, workers. Prepare a list of things we would like to see or find out.
13. Return from the trip, hold discussion on major points of trip. (Experience story may result from this.) Prepare a chart on various workers around the airport different types of planes.
14. Write thank you notes to visitor and airport manager.
15. Discussion on ways different workers depend upon each other.
16. Make models of different kinds of planes. Children may have toys or models at home they could bring in.
17. Change the classroom into an airport. Appoint different people as ticket agents, porter, stewardesses, pilots, passengers, etc. Move chairs to make certain areas, airplanes, set up tables for ticket counters, control towers. Incorporate math with buying and selling of tickets.
18. List ways in which airport serves the community. Discuss the importance of these services to them and their family.
19. Role play various occupations. Child pantomines some task that person performs at his job.

20. Give a simple true or false test concerning workers and their jobs.
21. Prepare bulletin board called "Authors and Illustrators." Have children illustrate various airport workers. Before posting pictures, have children discuss their pictures. Have other children write stories on their workers.

C. Materials:

1. Bendick, Jeanne, First Book of Airplanes.
2. Chandler, Edna, Cowboy Sam and the Airport.
3. Colonius, Lillian, At the Airport.
4. Comptons Young Childrens Pre-Encyclopedia Vol. 1
   Before There Were Planes
   The Airplane That Wouldn't Stay Down
   More About Airplanes
5. Comptons Young Childrens Pre-Encyclopedia Vol. 6
   First Flight, p. 92.
   Airport and Airplane Jobs, VII
6. Comptons Young Childrens Pre-Encyclopedia Vol. 8
   Aircraft Jobs, p. 97
7. Comptons Young Childrens Pre-Encyclopedia Vol. 16
   Big Winds, p. 58
   Wings Everywhere, p. 94-95
8. Cooke, David, Fighter Planes That Made History.
9. Gilmore, H., Model Planes For Beginners.
10. Gramathy, H., Loopy.
11. Greene, Carla, Air Line Hostesses.
12. Icenhower, J. B., The First Book of Aircraft Carriers.
13. Kettelkamp, Larry, Gliders.
14. Lenski, Lois, Little Airplane.
15. Lewellen, John Bryan, Tommy Learns to Fly.
16. Lewellen, John Bryan, True Book of Airports and Airplanes.
17. McFarland, Kenton D., Airplanes, How They Work.
18. Norling, Josephine, Pogo's Sky Ride.
19. Patterson, Betty, I Reached For the Sky.
20. Petershan, Maud, The Storybook of Aircraft.
21. Phleger, Fred, Ann Can Fly.
22. Pusell, Elsa, The True Book of Transportation.
23. Sootin, Laura, Let's Go to An Airport.
24. Stuart, Merrie, The Airplane at the Airport.
25. Tousey, Sanford, Airplane Andy.
26. Wells, Robert, What Does a Jet Pilot Do?
27. Filmstrips:
    a. Jan Handy Organization--Airplanes, Jets, and Rockets.
    b. " " " How Do Jets Fly
    c. " " " Safety in Flight
    d. " " " How Do Helicopters Fly
    e. McGraw--Hill, How Airplanes Fly.
    f. Encyclopedia Britannica, Man Learns To Fly.

D. Evaluation:

PRE TEST

1. Have the child circle pictures which are air transportation from a group of mixed transportation.

POST TEST

1. Child can give oral descriptions of workers and services found at the airport.
2. Child will illustrate various workers found at airport and describe services.
3. Give a ten item true and false test on occupations and services at the airport.

Unit Title: CAREER AWARENESS

I. Unit Overview: The purpose of the unit on Career Awareness is to make the children aware of the world of work around them and where applicable to show them that they are an integral part of it.

The particular program is designed to meet the needs and interests of a second grade student. Much time will be alloted for related art work. Several guest speakers will be invited to talk to the children about their occupations. When equipment is on hand the children will be able to handle the tools of the various trades.

In order to have a successful career awareness unit, some ground work must be laid. A questionaire should be sent home early in the year to obtain the following information.

1. Parents names
   a. Father's occupation_____.
   b. Mother's occupation_____.
2. Would you be willing to come to school to talk to the children about your job?
   a. Father: yes____ no____
   b. Mother: yes____ no____
3. What days and time of day would normally be best for you to talk to the children?
   Mon._____ Tues._____ Wed._____ Thurs._____ Fri._____
   A.M._____ P.M. _____
4. Will you be bringing a display of tools of your trade?
   yes____ no____
5. Will you need any school equipment? yes____ no____
6. If yes, list your needs.

7. Home telephone # _____
8. Business telephone #_____

This questionaire is a necessity in obtaining parents to be classroom speakers. Resource people such as policeman and fireman should be contacted at least three to four weeks in advance in order to confirm their availability.

II. Unit Content Outline:

A. Childrens jobs
B. Parents jobs
C. Community jobs
D. Jobs on a larger scale

III. Unit Objectives: At the end of the unit the student will be able to:

1. Identify several types of occupations by name.
2. Distinguish between jobs done indoors and outdoors.
3. Describe what their parents do for a living.
4. Describe the jobs he is responsible for at home and school.
5. Recognize that our world is centered on the work ethic.
6. Identify good listening habits, communications skills and courtesy as being necessary to doing a job well.
7. Prepare a language experience story from listening to a speaker.
8. Describe tasks that are required to common occupations.
9. Recognize good habits in work and play from bad habits.
10. Describe why people have jobs.
11. Illustrate and identify the different jobs that must be done in developing a raw material into a finished product.
12. Describe an occupation and tools used for the occupation to a large class after reading a book on the occupation.
13. Identify an occupation from clues given on a riddle.

IV. Unit Description:

A. Criterion-Referenced Objectives #1:
   1. Given a display of pictures representing different occupations the class members will be able to identify by name at least half of the occupations.
   2. Given a display of pictures representing different occupations the class members will be able to tell which jobs are done indoors and those done outdoors.
   3. Given a period of discussion the class members will be able to list the jobs he is responsible for at home and school.

B. Learning Activities:

Have on display several pictures dealing with different occupations. Let the children study the pictures for a few moments then ask the following questions:

1. Can you name what the people are doing in the different pictures?
2. Can you tell what people work indoors and what people work outdoors?

Following the discussion give the children a piece of construction paper. Have the child trace his hands on the paper. Have the child copy the following title from the blackboard onto his paper. (My working hands). The child then should list the tasks that he does during the day at home and at school.

Home assignment: Give children another piece of paper to take home. Have them trace an adult's hands on the paper. The children should find out what the hands of the adult do for a living. Children should title the paper "Adult Hands at Work".

A. Criterion-Referenced Objectives #2:
1. Given a chance to ask their parents about their jobs, the children will be able to describe their parents occupations by stating the job title, where the parent works, and what tools he or she may use in the job.

B. Learning Activities:

The children should first show the pictures of their hands and read what they do. On the chalkboard list the jobs that the children do.

Now have each child show the adult's hands. The children should state the job title, where the parent works, and any tool the parent may use in the job.

Each set of hands should be put into a booklet so the children may look at them from time to time.

A. Criterion-Referenced Objectives #3:
1. Given appropriate background information the class will be able to list community helpers such as police, firemen, doctors, etc. and the tools each one uses.

B. Learning Activities:

Today a discussion of community workers should begin. Discuss the roles of the following people: doctors, policemen, firemen, etc. On the chalkboard list the people that have been discussed. Under their title have the children list the tools that these people would use on their job.

The children with any remaining time may draw a picture of one of the people using the tools of his trade.

A. Criterion-Referenced Objectives #4:
1. Given an opportunity to interact with a guest speaker the class will demonstrate good listening habits, communications skills and courtesy.

B. Learning Activities:

A guest speaker should be in the class room. The children should have an opportunity to question the speaker following his or her presentation. If each child is prepared with an interview card as shown below the child will have less difficulty in asking questions and recording information.

INTERVIEW CARD

Who? _____
Where? _____
When? _____

Question: What good habits do you use in your work?

1. _____
2. _____

Say "Thank you!"

A. Criterion-Referenced Objectives #5:
1. Given the opportunity to have a guest speaker, the class will prepare a language experience story based on the speaker's comments.

B. Learning Activities:

Today should begin with a language experience story about the speaker from yesterday. The story should be posted in the room. Have the children discuss the section of the interview dealing with good habits. List the habits on the board. Have the children tell about the good habits they may have. Ask them why it is important to use good habits.

Some good habits like table manners may lend to role playing situations.

Home Assignment: Have the children list the jobs of their favorite television stars on their programs.
Example: Lucille Ball - secretary
Doris Day - reporter
"Ironsides" - policeman

A. Criterion-Referenced Objectives #6:
1. Given a list of occupations the class will be able to describe some of the tasks that the job requires.

B. Learning Activities:

The children should compile a list of television stars and the jobs they do on their shows on the chalkboard. As a class, the children should be able to describe tasks that are required of the occupations. Tools that are used in the occupation should also be listed.

The class members should be given paper and be asked to illustrate their favorite T.V. star and his or her occupation.

A. Criterion-Referenced Objectives #7:
1. Given the opportunity for discussion, the class members will be able to list at least four reasons why people have jobs.
2. Given a product, the class members will be able to illustrate and identify the major jobs that must be done in developing a raw material into a finished product.

B. Learning Activities:

Start the day with the following statement and question. We now know that people have many different kinds of jobs. Why do people have jobs?

Expected responses: To make money; They like to work; To sell things; To help other people; To make a product.

The response to make a product if not mentioned by the children should be drawn out by the teacher. Discuss with the children the many different kinds of products that people make.

On the board put up the word cornflakes. Helping the children when necessary, have them list all of the jobs that must be done before you can have cornflakes on the breakfast table.

Start from the farmer planting corn seed--harvesting the corn--corn shipped by truck to cereal plant--men unload corn from truck--corn is processed into flakes--flakes are put into boxes which are made by another company--flakes shipped to grocery store by truck--truck unloaded by stock boys and put onto the store shelves--parents hand box to cashier and pays for cornflakes--you have them for breakfast the next morning.

The different jobs involved with cornflakes are:

1. farmers
2. truck driver
3. grocer
4. stockboy
5. laborer (unloader)
6. factory workers
7. cashier

Using information from the previous activity, have the children using a long piece of mural paper draw a mural depicting the process of cornflakes from seed to cereal. Another product could be developed in a like manner.

Have children complete mural. Then ask several children to explain each part of the mural.

A. Criterion-Referenced Objectives #8:

1. Same as CRO #4
2. Given the opportunity to interact with a guest speaker the class will demonstrate good listening habits, communications skills and courtesy.

B. Learning Activities:

Guest speaker. Follow CRO #4 format then follow with a language experience story as with the CRO #5 activities.

A. Criterion-Referenced Objectives #9:

1. Given career books to read, class groups will be able to describe the tasks and tools of the occupations they have read about to the entire class.

B. Learning Activities:

Children should be given a chance to read career books. Group the children in groups of three or four. Make sure that an above average reader is in each group. The good reader should read to the other children. There is a series of books called, I Want to Be Books. These are geared for the primary level.

Following the stories the children may draw pictures describing the occupation mentioned in the book. Emphasis should be placed on the tools needed for the job.

Put the children into reading groups again and have them present their drawings to the class. They should tell the class; (1) the name of the occupation, (2) what type of tasks are required and, (3) the tools used in the job.

The pictures should be put together in a booklet that may be called People Working.

A. Criterion-Referenced Objectives #10:
1. Given a riddle with occupation clues the class will be able to identify the occupation associated with the clues.

B. Learning Activities:

This is the culminating activity. Divide the room into two groups for a career game. The teacher will read the first line of a riddle. From the clue given the teams will try to guess the occupation. Keep adding lines till the children guess the occupation. A point goes to the team who guesses the occupation.

Example: Riddles for the game.

#1 - I carry a heavy bag
I walk down the street
I come every day except Sunday
I come even in rain or snow

Who Am I? (postman)

#2 - I work on a boat
I use a rod and a reel
I can eat what I catch

Who Am I? (fisherman)

You can create several of your own.

Unit Title: COMMUNITY HELPERS

I. Unit Overview: This unit on community helpers is designed to be used on the second grade level. Its purpose is to acquaint the child with roles of community helpers and their relationship to the childs life. One of the concepts fostered in social studies is that man is a social being, and this unit tries to show the interdependency of people. Through studying the various occupations, the child becomes aware that it is not only his parents that provide for his basic needs, but other people in the community as well. This helps to expand the environment of the child from his home to the community. As the child realizes the responsibilities held by various people in the community, he learns that he too must accept responsibilities in the home and the community.

This unit will take approximately six to seven weeks or the different topics may be broken down and taught throughout the year. The unit will be used with approximately sixty-five children.

II. Unit Content Outline:

A. Policeman
   1. Job
   2. Uniform
   3. Police Station
   4. Police Vehicles
   5. How We Can Help the Policeman
   6. Learning

B. Fireman
   1. Job
   2. Uniform
   3. Fire Station
   4. Firetrucks
   5. How Can We Help the Fireman
   6. Training

C. Doctor
   1. School Preparation
   2. Kinds of Doctors
   3. Family Doctor
   4. Uniform and Equipment
   5. Names of Local Doctors and Locations of Offices

D. Dentist
   1. Function
   2. Uniform
   3. Place of Work
   4. Education

E. Mailman
   1. His Job
   2. Mail Service
   3. Uniform
   4. Mail Truck
   5. Post Office

F. Milkman
   1. Different Kinds of Milkmen
   2. Dairy Farm Where Milk is Made
   3. Milk at the Dairy
   4. Bottling Milk
   5. Keeping the Dairy Clean
   6. Delivering Milk
   7. Delivery Men

G. Baker
   1. Function
   2. Uniform
   3. Bakery
   4. Training

H. Banker
   1. His Job
   2. Uniform
   3. Bank
   4. Money

I. Veterinarian
   1. Job
   2. Location of Work
   3. Uniform
   4. Helpers

J. Grocer
   1. Education
   2. Advertising
   3. Types of Articles Sold
   4. Where Foods Come From

K. Garbage Collector
   1. Garbage Collection Department
   2. Companies
   3. How Collectors are Paid
   4. Equipment
   5. Disposal of Garbage
   6. Special Problems

L. Street Cleaners
   1. Special Department Under Sanitation
   2. Sweepers
   3. Different Types of Jobs
   4. Different Types of Machinery Used

M. Butcher
   1. Training
   2. Requirements in the Store
   3. Uniform

N. Gas Station Attendant
   1. Job and Training
   2. Uniform
   3. Place of Work

O. Dry Cleaner
   1. Special Terms
   2. Kinds of Materials Needed to be Dry Cleaned
   3. Process
   4. Different Job at Dry Cleaner

P. Shoemaker
   1. Education
   2. Materials and Machines Used
   3. How Shoemakers May be Employed

III. Unit Objectives:

1. Child will associate the relationship between services provided by community workers to the needs of self and family by describing ways in which community helpers serve his family and himself.
2. Child will relate ways in which community occupations are necessary for the welfare of the community.
3. The child will investigate different community helpers and the services they provide.
4. The child will develop skills in oral and written language through reporting, working in group situations, gathering information from books and pictures.
5. The child will develop the understanding that he is part of a community and he has a responsibility toward helping his community to be a good place in which to live.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. At the end of group work child will be able to list vocabulary works pertaining to community helper chosen by his group for study.
   2. Given a picture of a uniform of a community helper, the child will state the community helper to whom it belongs.
   3. From a stack of cards with pictures and names of equipment and tools used by community helpers, the child will select four and name workers who would use them in their job.
   4. Child will pantomine a task performed by a community helper for the rest of the class to guess.
   5. Child will select one community helper from a list of twelve community helpers and tell as many ways as he can think of, how his family depends on the services of that helper.
   6. Child will make up rules of conduct necessary to help make the community a safe and healthful place in which to live and aid community helpers in their job.

B. Learning Activities:
   1. Bring into class several hats, have class identify people who would wear such hats. Try to include in the group a bakers hat, nurses cap, or some other community helpers hat. Lead into a discussion concerning various hats and necessary items for certain occupations.

2. Make list of various workers who work in the community, use occupation cards from Peabody Language Kit. (Daily Lesson No. 32) have children name various workers.
3. Acquaint children with the great variety of jobs and services in todays world by making a "Community Helpers Bulletin Board". Let children draw pictures of various workers and their place of work and post.
4. Have children interview parents about jobs. Have class prepare together questions to ask at the interview.
5. Discuss services provided by community helpers and how they are necessary to our well being.
6. Have children write a composition on theme "What if there was no (_____)? (Police, Grocery stores, etc.) Post on bulletin board.
7. Divide class into groups (3-4) responsible for one community helper. Have them find information about tools he uses, uniform, place of work, important words or vocabularly used in connection with that helper. Children could make illustrations, chart, write or read stories for report.
8. Invite various community helpers to visit school and discuss job.
9. Peabody Language Development Kit. Level II, Lessons 10, 16, 37, 43, 100.
10. Have children make signs like the sandwich men wear for advertising with community helpers on them. Children may compose skits playing roles of community helpers.
11. Visit places of work of various community helpers. Write thank you notes after trips or resource people visit. Make a display when children bring in (if possible a tool or part of a uniform of their parents occupation). Make puppets out of small boxes, paper mache, light bulbs, paper bags, etc. Children can develop puppets of community helpers.
12. After discussing each community helper have the children draw pictures of the helper in his community and when unit is complete, they can bind them into a book.
13. Each day select a few children to write a portion of a book by writing some of the highlights that were discussed that day. Mimeograph these for children to collect in their books.
14. Play charades by having child act out the role of a community helper and have the rest of the class guess which one it is.
15. Use study prints from S.V.E. for bringing out important functions of community helpers.
16. For each community helper discussed, have a few students make a bulletin board on which there could be pictures or objects related to a community helper.
17. Make charts of vocabulary related to community helpers.

18. Make a chart of some of the products that are brought to us by milkmen besides milk.
19. Discuss why community helpers wear special uniforms.
20. Have children develop map of community. Use an already published map and from the map locate various places of business and work areas.
21. Learn songs about community helpers.
22. Have children write or search for materials, books, filmstrips, on community helpers.
23. Read poetry on community helpers. Help class develop own poems or cinguains about community helpers.
24. Have children make simple cookies to employ skills used by a baker.
25. Make various community helpers hats out of construction paper.
26. Read the poem "Our Milkman". Compare the milkman with the milkman that delivers milk to their homes.
27. Make milk trucks, or other vehicles, from milk cartons, cardboard circles for wheels.
28. Discuss how people can help or hinder community helpers.
29. Construct a model of a supermarket for play. Incorporate money unit from math. Use cardboard boxes, empty cans, boxes for shelves. Make signs for advertising and prices. Let various children play roles. Discuss after each play time to clarify and help develop concept.
30. Set up classroom bank. Pay children with play checks and let them cash checks or save money.
31. Make a class mural showing how the families of the community get their food; stores, stands, delivery trucks, farms, gardens, farmers market, etc.
32. Write reports on methods used by firemen in fighting fires, equipment used by firemen, supplementary work fireman do.
33. Have children find and make a chart on different kinds of policemen.

Materials:

Books

Arnold, Oren, Marvels of the U.S. Mail.
Banks, Marjorie, How We Get Our Dairy Foods.
Barr, George, The Young Scientist and the Fire Department
Barr, June, Fire Sharkel Number 7.
Brockway, Edith, Range Doctor.
Buckheimer, Naomi, Let's Go to a Bakery.
Buckheimer, Naomi, Let's Go to a Dentist.
Cameron, Elizabeth, The Big Book of Real Fire Engines.
Chapin, Cynthia, Squad Car 55.
Childcraft--Volume 8: "People Who Keep Us Safe and Health", p. 298.
"Delivering the Mail", p. 282.
Colby, Carroll B., Police; the Work, Equipment, and Training
Collier, James, A Visit to the Firehouse.

13. Colonius, Lillian, At the Bakery.
14. Colonius, Lillian, At the Post Office.
15. Compton, Grant, What Does a Veterinarian Do?
16. Comptons Precyclopedia Volume 2--about Bread
Volume 4--pp. 72, 7627
Volume 6--
Volume 13
Volume 12
17. Dillon, Ina L., Policeman.
18. DuBois, William, The Three Policemen.
19. Gayn, Bernard, Visit to the Dentist.
20. Greene, Carla, I Want to be a Dairy Farmer.
21. Green, Carla, I Want to be a Fireman.
" " I Want to be a Dentist.
" " Doctors and Nurses.
" " I Want to be a Policeman.
" " I Want to be a Postman.
" " I Want to be a Storekeeper.
" " Where Does a Letter Go?
22. Hall, Charles, The Mail Comes Through.
23. Hastings, Evelyn, The Dairy.
24. Henriod, Lorraine, I Know a Grocer.
25. Jubelier, Ruth, About Jacks Dental Check-Up.
26. Lewis, Alfred, Behind the Scenes at the Post Office.
27. Meeks, Esther K., Fireman Casey and Fireboat 999.
28. Miner, Irene, True Book of Policemen and Firemen.
29. Miner, O., True Book of Our Post Office and Its Helpers.
30. Morton, Elizabeth, Rags, the Firehouse Dog.
31. Palazzo, Tony, Fireman--Save My Cat.
32. Rogers, Frances, Fire Engine Boy.
33. Schloat, G., Milk For You.
34. Shapp, Martha, Let's Find Out About Firemen.
35. Shapp, Martha, Let's Find Out About Policemen.
36. Sootin, Laura, Let's Go to a Bank.
37. Sootin, Laura, Let's Go to a Police Station.
38. Williams, Barbara, I Know a Bank Teller.
39. Williams, Barbara, I Know a Policeman.
40. York, Carol, The Doll in the Bakeshop.

FILMSTRIPS:

1. Hook and Ladder--Fire Department Story, Troll, 1969.
2. Men in Blue--Policemen In Action, Troll, 1969.
3. Special Delivery--Story of Our Post Office.
4. The Story of Milk.

STUDY PRINTS:

1. Society For Visual Education
2. Fire Department Helpers
3. Police Department Helpers
4. Postal Helpers
5. Supermarket Helpers

SONGS AND MUSIC BOOKS:

1. Birchard Music Series Book, Summ--Birchard Co., Evanston, Illinois, 1962.
2. "The Firehouse", p. 21.
3. "Traffic Lights", p. 21.
4. "Look", p. 25.
5. "Wait", p. 26.

6. Music For Young Americans, American Book Co., 1963.
   Book 1: "The Gas Station"
   "The Baker"
   "The Druggist"
   "The Milkman"
7. Allyn and Bacon, Inc.--This Is Music
   "Cops and Robbers", p. 112.
   "What Sort of People Come to Your Town", p. 111.
   "The Traffic Cop", p. 84.
   "The Shoemaker", p. 94.
8. Silver Burdett Co.--Making Music Your Own
   "The Carpenter", p. 22.

D. Evaluation:

PRE TEST:

1. Given a picture of a uniform of a community helper the child will state the community helper to whom it belongs.
2. From a stack of cards with pictures and names of tools used by community helpers, the child will select four and name workers who would use them in their job.
3. Child will pantomine a task performed by a community helper for the rest of the class to guess.
4. Show pictures of community helpers and places of work child will match community helper to his place of work.

POST TEST:

1. Child will select one community helper from a list of twelve community helpers and tell as many ways as he can think of how his family depends on the services of that helper.
2. Child will make up rules of conduct necessary to help make the community a safe and healthful place in which to live and aid the community helpers in their job.
3. Given a picture of a community helper, child will state at least two important jobs or tasks done by that particular worker.

Unit Title: ENVIRONMENTAL CONTROL

I. Unit Overview: The unit Environmental Control purposes to identify at the primary level careers and work people do that are influenced by community environment. To provide an awareness that a person is concerned with controlling those forces and conditions which will insure wise use of community's resources.

II. Unit Content Outline:

A. Identify careers and work people do influenced by the community environment.
   1. Health, education and welfare (well-being)
   2. Food, clothing and shelter (individual needs)

B. Forces and conditions effecting community environment.
   1. Weather (predicting)
   2. Resources (natural)
   3. Pollution (control)

III. Unit Objectives:

1. Community Environment - The student will be able to identify careers and work people do that relate to a particular community.
   a. Health, Education and Welfare - The student will be able to identify careers and work that people do for individual well-being in relation to community environment.
   b. Food, Clothing and Shelter - The student will be able to identify careers and work that people do for individual needs in relation to community environment.
2. Forces and conditions - The student will be able to recognize forces and conditions of the community which affect its environment.
   a. Weather - The student will be able to identify careers and work people do predicting weather in relation to its effect on the community environment.
   b. Resources - The student will be able to demonstrate ways natural resources affect the community environment.
   c. Pollution - The student will be able to investigate pollution and its effect on the community environment.

IV. Unit Description:

Unit Objective #1: Community Environment - The student will be able to identify careers and work people do that relate to a particular community.

A. Criterion-Referenced Objectives:
   1. The student will be able to recognize and recite evidence of careers and work people do because of a particular community environment.

B. Learning Activities:

1. Student discusses a set of four pictures and denotes the one that has example of the major factors of a community environment (people, land, buildings, language)
2. Student attaches labels on bulletin board around a picture of a community matching community features. (people-families, land-parks, building-schools, etc.)
3. Student makes cardboard cut out of himself and places an outline map of United States showing where he was born or places he visited, etc. (social studies)
4. Student divides large piece of paper into four parts and makes drawing on separate parts of a farm, villiage, town, and city community. (art)
5. Student and entire class decide to study a community different from his own. (Alaskan Village)
6. Student with aid of teacher lists reason why and Alaskan Village community could be different. (social studies and science)
7. Student visits library to investigate other sources of information about Alaska. (library skills)
8. Student shares information that villages often depend on a particular environment of fishing, mining, wildlife, products, lumbering or farming as a way of life. (social studies)
9. Student works in one of the industry groups of flow chart showing steps and people involved in preparing the product for use by village people and/or others. (art, science, and social studies)
10. Student plans a make-believe trip into Alaska by car, (Alaskan Highway), train (Alaskan Railroad), boat (Yokon River), or airplane noting where dams, state and national parks, posted lands, restricted mining, weather stations, etc. have been established to insure wise use of the community resources.

C. Materials:

1. Set of four different pictures
   a. One showing open land or forest
   b. One showing an individual person or persons
   c. One showing a single building (city or town)
   d. One showing people using the land and buildings
2. Set of titles and labels:

People	Land	Buildings
1. Family	1. Parks	1. School
2. Friends	2. Streets	2. Church
3. Neighbors	3. Trees	3. Houses
4. Workers	4. Lakes	4. Stores
		5. Factories
		6. Businesses

3. Small pieces of cardboard about 5" x 5".
4. Large outline map of United States. (can be teacher or student made)
5. Large pieces of white construction and crayons (enough for each student)

6. Political map of United States
7. Globe with outline of the world; Globe-political; Globe-physical
8. Pictures of Alaska (National Geographic)
9. Library visit to collect books and review film strips about Alaska and related village life.
10. Large sheets of paper and paints or crayons for flow charts (one for each industry group decides to investigate)
11. Writing paper, construction paper, maps, books about Alaska for making Trip booklet.

Unit Objective #1a: Health, Education and Welfare - The student will be able to identify careers and work people do for individual well-being in relation to community environment.

A. Criterion-Referenced Objectives:
   1. The student will be able to describe ways the community provides the services for health, education and welfare.

B. Learning Activities:
   1. Students classmates and teacher discuss criteria for controlling environment for a community concerned about good health, education and welfare with focus on responsibilities of people, resources and facilities. (Teacher may suggest to start with self).

--HEALTH

a. Student plans and constructs Good Health Habits poster to be kept on classroom wall or bulletin board. (Prevention-Science)
b. Student writes a report or story about what parents and/or other members of family do or have done when he is sick or hurt. (language)
c. Student and others construct a cardboard hospital, checking books about hospitals to include careers and work people do. (awareness)
d. Student role-plays a visit to someone in the health services he has visited. (doctor, dentist, X-ray, etc.) (Awareness)
e. Student works with group on a large community map placing in models of community facilities. (hospital, emergency center, drug stores, etc.) (protection)
f. Student collects and looks for health controls. (labels on drug bottles, doctors' prescription, etc.) (protection)

--EDUCATION

a. Student and classmates make a field trip of the school to review facilities and talk with different school personnel. (social studies)
b. Student draws pictures of school personnel and jobs they were doing to control the school environment. (art) (custodian, play ground and cafeteria worker)

c. Student interviews different school personnel asking about specific job requirements, hours, likes and dislikes, etc. (language)
d. Students make list of other possible places for learning besides own school. (field trips, museums, zoo, fairs, etc.) (social studies)

--WELFARE

a. Student examines pictures or things that are placed on table that represent a signal for aid or warning. (telephone, alarms, whistle, etc.) (science)
b. Student works with committee on building bulletin board display of sign and signals he should know. (school fire and alert signals, railroad crossing, etc.)
c. Field trip or resource person from school to explain their function for the community (welfare-resource person, social worker)
d. Student makes poster showing careers and work people do to control community environment. Police-control crime; doctors-controls disease; etc. (social studies and art)
e. Student checks his home to look for way parents provide for family well-being.
List emergency phone numbers
Safe places for medicine, matches, etc. (awareness)
f. Student surveys community to check for number of facilities for health, safety, recreation, retirement facilities, etc. (awareness)

C. Materials:
1. Poster paper
2. Resource people - school nurse
3. Large cardboard carton
4. People comic books on health service careers and public services
5. Art materials
6. Map paper
7. Drug labels, doctor prescription sample, etc.
8. Field trip survey paper
9. Whistle, siren, telephone, stop sign, poison label, etc.
10. Filmstrips: Good Health Ahead, 613.4; Happy the Medicine Man, 610

Unit Objective #1b: Food Clothing And Shelter - The student will be able to identify careers and work people do for individual needs in relation to community environment.

A. Criterion-Referenced Objectives:
1. The student will be able to describe ways the community provides the resources for food, clothing and shelter.

B. Learning Activities:

1. Student, classmates, and teacher review criteria for community environment in relation to food, clothing and shelter.

--FOOD

a. Student plans and constructs a balanced meal menu for a day or week. Discuss food requirements with cafeteria manager. (science)
b. Student plans trip to store with parents to take part in selecting family's weekly food supply.
c. Student helps plan a field trip to local supermarket to determine careers and work people do to insure food is safe for eating and fairness to buyers.
d. Resource person - Example, meat inspector to explain controls on foods.

--CLOTHING

a. Student plans and constructs a poster of the four seasons, illustrating importance of different clothing for each season. (awareness)
b. Student constructs a chart on things he can do to take care of his clothes. (hang them up, keep them clean, use proper clothes for different activities, etc.)
c. Student makes a picture catalogue of clothes with help of parents from Sears and Penney's catalogue, noting size, price, weight, etc. (math)
d. Resource person from garment factory or tailor to discuss and explain different materials. (science)
e. Field trip to department store for different careers and work people do for providing clothes (where they are made and how they go here, etc.)
f. Student role-plays different clothes for different jobs (waitress, business person) for safety and identification, etc. (awareness)

--SHELTER

a. Student makes poster of different kinds of shelters (umbrella, individual home, family, school, factory, hospital, garage, etc.)
b. Student survey's home to make diagram of house to relate space and purpose.
c. Field trip to construction site to see operation of careers and work people do to provide shelter.
d. Field trip to lumber yard and hardware store to learn where and how materials come to the community.
e. Resource personnel - building inspector to relate requirements and restrictions.
f. Student works with group to make a map of a make believe community, check with city planner for requirements and building restrictions.

C. Materials:
1. Basic food element chart
2. Booklet Where Our Food Comes From
3. Resource Personnel - Food inspector
4. Field Trip - supermarket, etc.
5. Popeye Comic Book
6. Clothes sample
7. Microscope and hand lens
8. Poster paper
9. Art materials
10. Sears or Penney's catalogue
11. Filmstrips:
How America is Clothed, 687.1
People at Work, 33.11

Unit Objective #2a: Weather - The student will be able to identify careers and work people do predicting weather in relation to its effect on the community environment.

A. Criterion-Referenced Objectives:
1. The student will be able to determine indicators for predicting weather and conditions which effect community environment.
2. Student uses puppets to show and explain things he does when weather changes (different clothes, different sports, different foods, etc.)
3. Student interviews parent about things they do at home when weather changes (screens, antifreeze, air conditions, fuel for furnace, etc.) (science)
4. Student takes walking trip around community to look for signs of changes due to too little or too much of the effect of weather (cracks in walks, grass dying, tree limbs broke, stream over banks, etc.)
5. Student keeps a record of air changes by using indicators to recognize these changes. (Thermometer, wind vanes, types of cloud measurement, humidity, etc.)
6. Student looks to weather bureau to help prepare for weather changes. (meteorologist, newspaper report, etc.)

B. Materials:
1. Puppets
2. Home interview paper
3. Thermometer
4. Weather vane
5. Cloud chart
6. Reference books on weather
7. Popeye Comic Book on Environmental Careers
8. Filmstrips:
a. Air and the Weather, 551.59
b. Weather maps and Weather Forecasting, 551.59
c. Weather man at Work, 551.59
d. A Visit to a Weather Station, 551.59

Unit Objective #2b: Resources - The student will be able to demonstrate ways natural resources effect the community environment.

A. Criterion-Referenced Objectives:
   1. The student will be able to describe ways the community makes use of its natural resources.

B. Learning Activities:
   1. Student will make a poster of stream or river showing many ways the community uses its water. (awareness) Example: factories, bathing, recreation, drinking, etc.
   2. Student will construct a soil sample and show effects of wise use of different soils (science)
   3. Student lists things he has or uses that come from the forest products. (science)
   4. Student will construct a mobile showing place of wildlife in life cycle. (science)
   5. Student will help in the construction of a diorama showing important minerals in the producing of a product. (social studies and science) Example - Automobile
   6. Student will write a story about what it might be like to try and live comfortably without any services or products of people and language.

C. Materials:
   1. Poster paper
   2. Art materials
   3. Samples of different types of soil
   4. Forest products diagram
   5. Reference books about natural resources
   6. Filmstrips: Series--The Work of Water, etc. 551.3
   7. Life cycle chart

Unit Objective #2c: Polution - The student will be able to investigate pollution and its effect on the community environment.

A. Criterion-Referenced Objectives:
   1. The student will be able to demonstrate ways pollution control makes a cleaner community environment.

B. Learning Activities:
   1. The student makes poster to illustrate ways he can help make a cleaner environment. (Example - Don't Be a Litter Bug.) (awareness)
   2. Student prepares list of objectives his family can do to improve the environment (awareness). (Example - No Burning Trash.)
   3. Student becomes aware of the word Ecology (relationship of all living things to other living things and their environment) by studying a particular environment. (science) (Example - Field trip to Rittenhouse Park)

4. Resource person from University of Environmental Control to explain effects of an unbalanced environment (social studies) (Example - Increased population)
5. Interview person and work they do to improve the environment. (awareness) Example - chemist (study water samples) to the garage mechanic (checks car for water, fuel, and excess exhaust)

C. Materials:
1. Poster paper
2. Art materials
3. Family environment improvement check list
4. Field trip to Rittenhouse Park
5. Resource people - University personnel
6. Interview question paper
7. Popeye Comic - Environmental Careers, King Features Syndicate, 235 E. 45th Street, New York, NY 10017.
8. Filmstrips:
   a. Finding Out How Things Change - 536
   b. Building for the Millions - 690
   c. Finding Out About Land, Air, and Water - 551.3

Unit Title: FACTORIES

I. Unit Overview: Factories are found in nearly every community. The factory benefits the community in that it provides jobs for the members of the community. In this unit designed primarily for the end of second grade or third grade, the child will investigate the basic structure of the factory. He will learn about the various factories in the community and the types of workers found there. A basic study of economics will be included in the unit. The child will learn how an imbalance of workers, materials or machines will affect the operation of a factory. They will also study the assembly line and how goods may be produced efficiently and cheaply. The children will also investigate how a businessman sets the right prices to get the highest profit for his product. Along with this study, the child will acquire an understanding of words such as producer, consumer, raw materials and many more. Also included in the unit will be a study of some of the disadvantages and problems created by factories.

This unit may take approximately two and one-half weeks to complete and will affect sixty-five children.

II. Unit Content Outline:

A. Where factories may be located
   1. Towns, cities
   2. Near water
   3. Near big highways
   4. Where there is enough land

B. Kinds of factories in our community
   1. Automobile assembly plant--Chrysler or General Motors
   2. Avon (distillation)
   3. Crown Zellerbach
   4. Curtis Paper Mill
   5. Other students may mention where parents work.

C. Types of workers found at factories
   1. Skilled workers
   2. Unskilled workers
   3. Product oriented workers--men on assembly line
   4. Service oriented workers
      1. secretaries
      2. cafeteria workers

D. Factories need tools, workers, and machines
   1. Machines found at the factory we visit
   2. Assembly line
   3. Materials used to make a product

E. Factories produce goods to satisfy the consumers
   1. Most goods we buy are made in factories
   2. Consumers choice determines what factories produce
   3. Businessmen set prices for product

F. Factories can cause environmental problems
   1. Air pollution
   2. Water pollution
   3. Noise pollution

III. Unit Objectives:

1. Child will describe different kinds of factories that are located in the community.
2. The child will recognize that factories produce many products that we use everyday.
3. The child will acquire knowledge of the different kinds of workers one factory may employ.
4. The child will participate in a demonstration to show that the assembly line can produce goods efficiently and cheaply, and requires less skilled workers and tools.
5. The child will acquire a knowledge of how factories will benefit the community and how they can harm the resources of a community.
6. The child will investigate problems that a factory may have in producing goods.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Child should be able to list three reasons why most goods are produced at factories rather than at home.
   2. Child should be able to list two reasons why assembly lines can cut the cost of producing goods.
   3. Child should be able to match definitions with words related to the unit such as skilled workers, unskilled workers, consumer, producer, assembly line, and purchase.
   4. Child should list three environmental problems caused by factories.
   5. Child should list six items found in their homes that are produced in factories.

B. Learning Activities:
   1. Bring in a product processed in a factory and a raw material from which the product is made such as corn flakes, an ear of corn; cloth, fiber or thread; sweater, yarn. Have children discuss how the products were made from each of the raw materials.
   2. Have students collect magazine or newspaper pictures of items people have in their homes. Classify the pictures according to possible places of production (factories, shop, home). Point out that food, handcrafted items, or art objects are produced in the home or shop and not in factories.
   3. Have students list the different factories found around Newark. Have them interview parents to find out different places parents work, and find out what job they may know or have.
   4. Bring in a map of Newark. Help children pinpoint locations of various factories. Ask questions such as why the paper mill needs water to make its product. Have children tell if factories are by large highways.

5. Introduce terms skilled and unskilled workers. Group occupations which are similar from asking parents. Have class discuss training needed in these occupations. Those that require some training and define as skilled workers. Those that require little training -- unskilled.
6. Visit a factory. Have children prepare questions concerning the kind of jobs at a factory, kind of workers employed, etc.
7. Have children role play various workers answering a help wanted ad at a factory. Have them apply for jobs like those they saw at the factory they visited.
8. Have children help list various jobs seen at the factory and classify them under service oriented (such as cafeteria workers etc.), or product oriented (those who contribute toward making a product).
9. On the way to the factory have children note if there are any other businesses located near the factory. Have them note the kinds of businesses and how they might service the people who work at the factory.
10. Have children discuss how the work at the factory was divided. Introduce the term, assmbly line. Divide the class into two teams or choose two teams of 5 children and have them design a valentine or similar greeting card. After design has been chosen, have each child or team make two valentines apiece. Beforehand, discuss materials needed and quantity of each. On team two have them divide the labor in an assembly line production process. Each group has a production quota of ten cards.
    PROCEDURE:
    1. Fold red paper in half to make a card.
    2. Print "Be Mine" inside the card.
    3. Fold white paper in half.
    4. Cut a heart out of white paper.
    5. Paste a heart on front of folded red paper.

    After this activity discuss how assembly lines can cut production costs because minimum number of tools are needed, and time is saved.
11. Have students act out a situation where there is a lack of right amount of tools, materials, or workers. Assign an out project to two students but give them one pair of scissors and a crayon. Then give one student all the materials and tools required to do the job. After, explain how businessmen must equip their factories with the right number of tools and workers.
12. Demonstrate the higher cost of producing items at home rather than in a factory.
13. Read the story "Betsy's New Hat", taken from Our Working World Neighborhoods by S.R.A.

14. To show how a businessman tries to set the right price for a new and different product have the students be consumers and the teacher be a businessman. Choose a product such as a toy truck or game you invented. Tell the class that it costs 50¢ to make this game and you would like to find out what price to charge the consumers to get the biggest profit. If you set the price too high, people will not buy your product. If you set the price too low, you will need too many buyers to make a profit.

    Select 6 girls and boys to be buyers. Give each student play money. The amount each student is given will represent the price he will pay for the toy. Distribute money as follows:

    2 girls $1 each — 2 boys $4 each

    2 boys $2 each — 2 girls $5 each

    2 girls $3 each — 2 boys $6 each

    Ask how many would like to buy my toy at $6. Two boys should raise their hands. Continue to test the price and make a table of the information on the board.

No. of Airplanes	Production Cost	Price	Income	Profit
2	$1	$6	$12	$11
4	$2	$5	$20	$18
6	$3	$4	$24	$21
8	$4	$3	$24	$21
10	$5	$2	$20	$15
12	$6	$1	$12	$6

    After the survey, have students look at the table to see which price would earn the highest profit. Discuss this information.

15. Read "Biltyburg" from Our Working World Neighborhood by S.R.A. Discuss the need factories have for land, good roads, and water supply.
16. Make a chart of all new vocabulary words learned during the unit. Have children make up definition to go on the chart. At the end of the unit, cover the chart and give the children a test read by the teacher to see if they can match the new words with their definitions.
17. Have children answer following questions to determine how consumer choices affect what factories produce.

18. If all children decided to buy ice cream instead of candy, what would happen to the prices of candy and ice cream? What would happen to the factory that made candy? To the workers at that factory? Devise similar situations and have students figure out what would happen to the price of certain products, the factories, and factory workers.
19. Read about different types of factories from Compton's Precyclopedia. Have children compare or contrast the different factories in the stories.
20. Have children name environmental problems factories may cause. Read "Mr. Fudge and the River", from Our Working World by SRA. Lead a discussion on problems caused by Mr. Fudges' Candy Factory.
21. Have children draw pictures of three environmental problems caused by factories.
22. Read "Life Near the Steel Mills" from Our Working World by S.R.A. Discuss why factories have moved to parks.

C. Materials:

1. Butler, Roger, Let's Go to an Automobile Factory, New York, Putnam.
2. Colonius, Lillian, At the Bakery, Chicago and Melmount.
3. Compton's Precyclopedia, "Factories"
   " " "Automobile", Vol. 6, p. 22
   " " "Bakery", Vol. 2, p. 122
   " " "Chewing Gum", Vol. 15, p. 100
   " " "Oil Refinery", Vol. 11, p. 116
   " " "Paper Mill", Vol. 12, p. 16
   " " "Perfume", Vol. 6, p. 126-127
   " " "Rayon", Vol. 15, p. 46
   " " "Rubber", Vol. 13, p. 152
   " " "Sardine", Vol. 14, p. 18-19
4. Cooke, David, How Paper is Made.
5. Goodspeed, J. M., Let's Go to a Dairy.
6. Greene, Erma, Let's Go to a Steel Mill.
7. Jennison, Keith, From This to That.
8. Kilian, Crawford, Wonder Inc.
9. Norling, Josephine, Pogo's Letter.
10. Perkins, Lynn, Let's Go to a Paper Mill.
11. Senesh, Lawrence, Our Working World Neighborhoods, Science Research Associates.

D. Evaluation:

PRE TEST:

1. Child should list six items found in their homes that are produced in factories.

POST TEST:

1. Child should be able to list two reasons why assembly lines can cut the cost of producing goods.
2. Child should be able to match definitions to vocabulary words related to the unit.
3. Child should list three environmental problems caused by factories.

4. Child should again list six items found in their homes that are produced in factories. Compare the list they made before the unit with the one made after the unit. In the discussion have children name products made in factories in Newark.

Unit Title: GETTING READY TO TAKE A TRIP

I. Unit Overview: The second grade social studies curriculum increases the child's awareness of the world around him and in planning an imaginary trip he will have to explore different areas of the U.S. Math and language arts skills will be incorporated in the unit by having the children make maps and write letters. The children will begin their guide for an imaginary trip to be continued throughout the other units including such things as where they will go, a map of how to get there, and packing appropriate clothes for their trip. This unit will take about three weeks.

II. Unit Content Outline:

A. Where to Go
   1. Travel Agent
   2. Resorts in the United States
B. Maps- "Dont't Get Lost"
   1. Definition
   2. Reading Maps
   3. Making Maps
C. What Clothes to Take
   1. climate
   2. location

III. Unit Objectives:
1. The students will describe what a travel agent can do to help them plan a trip.
2. The students will describe different resort areas in the United States.
3. The students will construct and read simple maps.
4. Students will plan a trip.
5. Students will describe clothes appropriate to different climates and different types of vacations.

IV. Unit Description:

Unit Objectives #1: The students will describe what a travel agent can do to help them plan a trip.

A. Criterion-Referenced Objectives:
   1. The student will correctly write a letter to a local travel agency asking for information about resorts in specific areas of the United States.
   2. The student will list five ways a travel agent can help him in arranging a vacation.
   3. After visiting a travel agency, the child will write a story about things he observed on his visit.
   4. In groups, the children will dramatize activities that occur at a travel agency so that others can state what they are acting out.

5. The student will list two careers at a travel agency.
6. The student will dictate a story entitled "If I Ran A Travel Agency", to the teacher and all the stories will be compiled into a class book.

B. Learning Activities:
1. lesson letter writing
2. trip to travel agency
3. discussion about trip to travel agency

C. Materials:
1. found in classroom or obtained through letters written by children.

Unit Objective #2: The students will describe different resort areas in the United States.

A. Criterion-Referenced Objectives:
1. As a class the children will construct a map of the United States and pin a flag with their name on it on the area they will be obtaining information about.
2. Having obtained information from a travel agency, the child will put his brochures in a folder for the state the resort is in, and a class resort file will be compiled.
3. In groups the children will plan a trip to one of the resorts in our file and tell other classmates how to get to the resort and what is available at the resort in terms of things to dot see.
4. The child will draw and cut out five pictures of things that can be done at different resort areas.
5. Using magazines children will cut out five pictures from different resort areas and make a chart of resorts in warm and cold climates.
6. The child will match the pictures of activities performed at resorts with either warm or cold resort areas.
7. The child will write and illustrate a story about a resort he has visited. Acceptability will be determined by instructor.

B. Learning Activities:
1. Talk about the U.S. and study a map of U.S.
2. Make folders for states.
3. Bring in slide presentation on a resort teacher has taken.
4. Look through magazines as a class.

C. Materials:
1. Big sheet of tracing paper, toothpicks or pins
2. magazines
3. questionnaire on vacations taken by children

Unit Objective #3: The students will construct and read simple maps.

A. Criterion-Referenced Objectives:
1. Child will draw a map of his room at home showing where his bed the door, windows, and dresser are.
2. The child will construct a model of the School out of cardboard boxes after individually drawing a map of the school.
3. Given a card with a direction on it the child will be able to move a maker in that direction.
4. Given a map with streets labeled, the child will be able to follow oral directions given by the teacher to draw the landmarks given in the appropriate place.
5. On a big map of Newark the child will be able to locate his house, draw a picture of it to put on the outside of the map and connect the picture to the location with a piece of string.
6. Each child will construct a "Fantasyland map". Maps can be labeled with real or imaginary words.
7. The child will tell a story about his map, describing how someone used it to find his way to a place he wanted to go.
8. In groups of two the children will make a map of an imaginary city and include things such as rivers, railroads, airports, freeways, hills, shopping centers, and houses.
9. The child will design, draw, and cut out a symbol for a legend to go on a blank map at the back of the room.

B. Learning Activities:
1. Practice drawing maps of our room at school. Collect different kinds of maps.
2. Draw maps of school. Blindfold child and have him explain how to get to a specified place in the building.
3. Make a map game.
4. Make a map with streets (ditto).
5. Get a map of Newark and string.
6. Make a map of a make-believe place on the chalkboard.
7. Tape children's stories about their maps.
8. Show filmstrip on map making: Locating Places on Maps
   Measuring Distances on Maps
   Reading Directions on Maps
9. Talk about legends and why we need them on maps and look at the legends on maps in the room.
10. Read books about map making. A map is a Picture by Barbara Rinkoff
11. Discuss unit on maps in My Communities and Other Communities by Anthony Conte.

C. Materials:
1. books, filmstrips listed in bibliography
2. overhead projector
3. cardboard boxes (shoe size)
4. dittoes
5. map of Newark

Unit Objective #4: Students will develop an understanding about clothes appropriate to different climates and different types of location.

A. Criterion-Referenced Objectives:
   1. Given specific information about climate the child will be able to dress a paper doll with the appropriate clothing.
   2. Given a specific place to go the child will collect two pictures of clothing appropriate for the situation. Acceptability will be determined by instructor.
   3. Child will be able to work with his classmates to construct a chart of different pieces of clothing. (Pictures cut from magazines or drawn by child.) and label.
   4. Shown a picture of a certain region the child will explain why people dress as they do.
   5. The child will list clothing he will take on his imaginary trip after selecting a location and explain in a paragraph why he selected the clothing he did.

B. Learning Activities:
   1. Math unit on money
   2. Bring tape recorder and discuss how to tape something on it.
   3. Discussion of things done throughout the unit.

C. Materials:
   1. tape recorder
   2. materials made or used throughout the unit

D. Evaluation: Some parts of this unit will be evaluated through projects and reports, while others will require written work sheets for evaluation. As an evaluation for the overall unit the child will use knowledge gained throughout the unit to begin his Imaginary Trip Notebook. [illegible] will have to choose a place to go, draw [illegible] on the location and list clothes [illegible] for the type of vacation he chooses.

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IV. Picture-Story Study Prints:
a. Singer-Society for Visual Education, Inc.
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Indians of the Plains, 1971
Children of S. America, 1971
The West Indies, 1971
Children of Asia, 1971
Children of N. America, 1971
Fire Department Helpers, 1971

GETTING READY TO TAKE A TRIP

DEAR PARENTS,

OUR CLASS IS STUDYING DIFFERENT PLACES TO GO ON VACATION IN THE UNITED STATES, AND WE THINK IT WOULD BE GREAT TO BE ABLE TO SHARE INFORMATION ABOUT DIFFERENT VACATIONS WE HAVE TAKEN. YOU CAN HELP US BY FILLING OUT THIS FORM AND SENDING IT BACK TO SCHOOL AS SOON AS POSSIBLE.

THANK YOU,
MRS. PERRY'S CLASS

STUDENTS NAME _____

I HAVE BEEN TO THESE RESORTS OR VACATION SPOTS: _____

_____

I HAVE PICTURES OF THESE VACATION SPOTS: _____

_____

I AM ALLOWED TO BRING THESE PICTURES TO SCHOOL TO SHARE WITH THE CLASS (MRS. PERRY WILL BE SURE THEY ARE TAKEN CARE OF)

_____YES _____NO

MY PARENTS WOULD BE ABLE TO COME TO SCHOOL TO TALK ABOUT SOME PLACES THEY HAVE VISITED. _____YES _____NO

DEAR PARENTS,

WE ARE STUDYING AND TALKING ABOUT DIFFERENT CAREERS, AND WOULD LIKE TO HAVE A FILE IN OUR ROOM ABOUT DIFFERENT JOBS OUR PARENTS DO. COULD YOU FILL OUT THIS QUESTIONNAIRE AND RETURN IT TO SCHOOL?

THANK YOU FOR HELPING,
MRS. PERRY'S CLASS

STUDENT'S NAME _____

MY MOTHER'S JOB IS _____.

HER DUTIES AT WORK ARE _____.

THE PREPARATION SHE NEEDED TO DO HER JOB WAS _____.
(EDUCATION/TRAINING)

MY FATHER'S JOB IS _____.

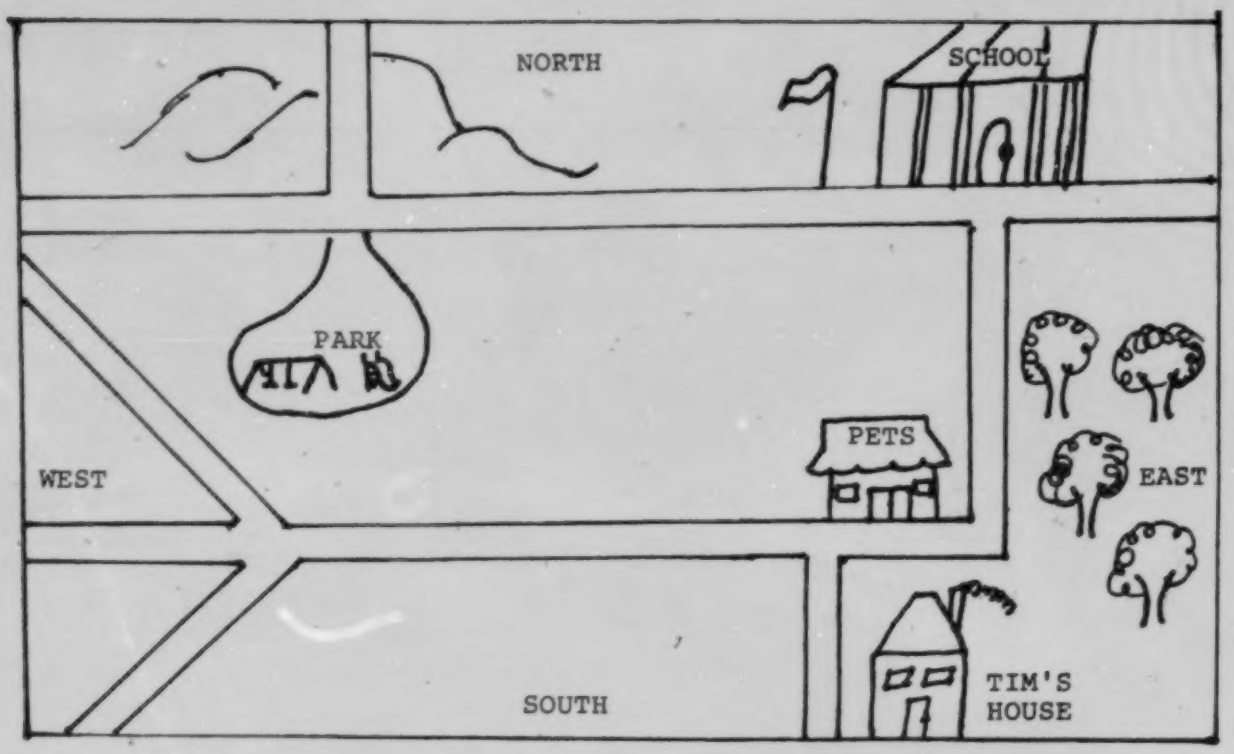
HIS DUTIES AT WORK ARE _____.

THE PREPARATION HE NEEDED TO DO HIS JOB WAS _____

_____. (EDUCATION, TRAINING OR SPECIAL TALENTS)

IT IS POSSIBLE THAT ONE OF MY PARENTS CAN COME TO SCHOOL TO TALK TO THE CLASS ABOUT THEIR JOB.

_____YES _____NO



CAN YOU FIND THE WAY?

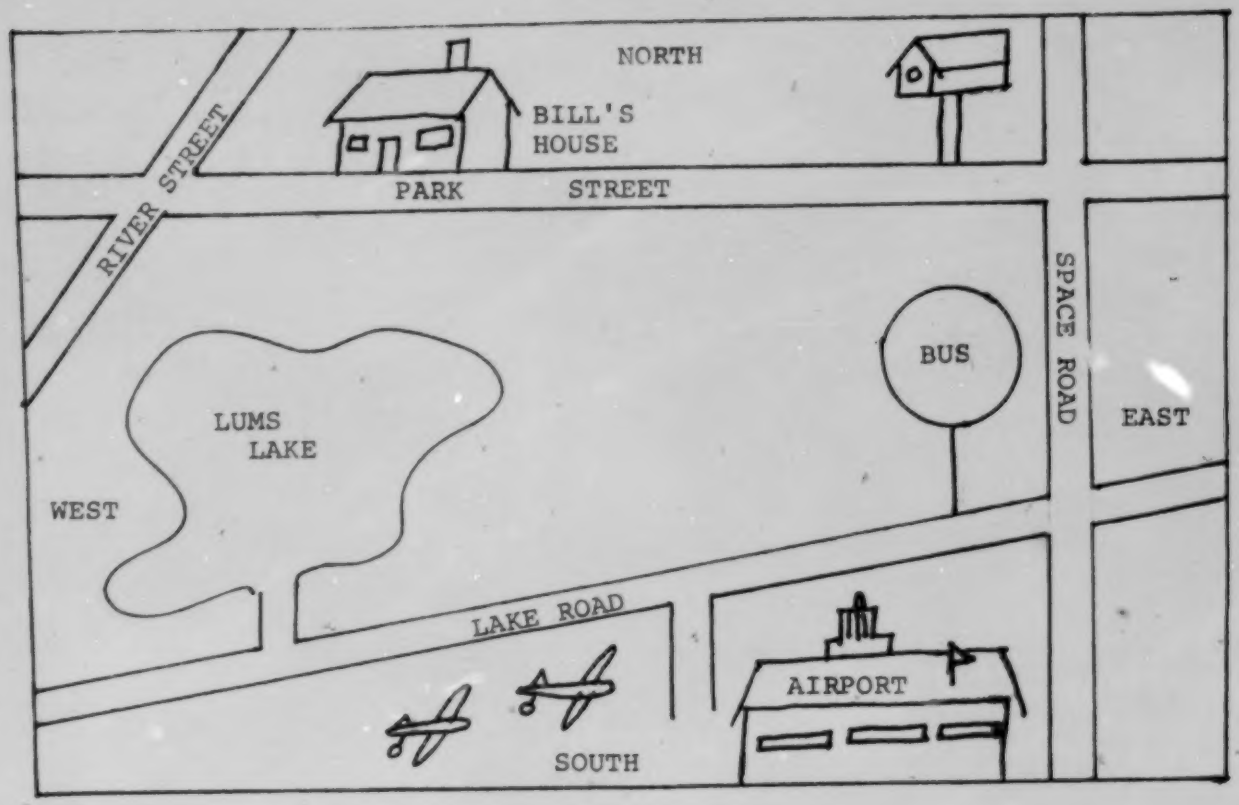
Tim was new in Oil City.

He wanted to go to the park.

Max said, "I will tell you how to get there."

Go North to the pet shop. Go East to the trees, and then North to the school. Go West to two hills, and then go South and you will come to it.

Draw a line to show where Tim should go.



GO WITH BILL

Put the numbers on the places that show where Bill went.

1. He started at his house.
2. He walked East to a Birdhouse.
3. He walked South to the bus stop.
4. He rode to the lake.

Put a ring around the right one.

1. What is West of the Birdhouse?
   airport Bill's house
2. What is East of the lake?
   bus stop Bill's house
3. What is South of Bill's house?
   lake Birdhouse
4. What is North of the bus stop?
   airport Birdhouse

M Y T R I P

I WILL BE GOING TO_____.

IT HAS A (HOT, COLD) CLIMATE. I CAN STAY FOR_____WEEKS.

_____PEOPLE WILL GO WITH ME. THEIR NAMES

ARE_____.

I CAN SPEND_____DOLLARS, SO I WILL TRAVEL BY_____

_____. I NEED TO TAKE THESE THINGS WITH ME:

HERE IS A PICTURE OF ME ON MY VACATION:

Unit Title: HEALTH AND SAFETY

I. Unit Overview: In this unit it is hoped that the child will become better aware of both the individual and group responsibility of keeping safe and well. He should realize that people concerned with safety and health have an important contribution to the community. The first unit objective primarily deals with the responsibility the child has to himself and the community to keep it safe. The second and third unit objectives deal primarily with police and firemen's work in protecting the community. The fourth unit objective helps teach the child to better understand how he can help the fireman both in prevention and the stopping of a fire. The fifth unit objective is designed to teach the child the contributions of those who are in health care to the community. The sixth unit objective is intended to make the child realize how he can help with health safety both for himself and the community. It is hoped that by using some of the referenced pages in "Greenfield, U.S.A." and doing some of the learning activities he will become more familiar with some of the careers related to this unit.

II. Unit Content Outline:

A. Unit Objective 2:
   1. policeman
   2. security guard
   3. school crossing guard
B. Unit Objective 3:
   1. fireman
C. Unit Objective 5:
   1. doctor
   2. dentist, dental assistant
   3. x-ray technician
   4. ambulance driver
   5. nurse, nurse's aid
   6. hospital orderly
   7. medical assistant
   8. pharmacist
D. Unit Objective 6:
   1. food inspector
   2. sanitation engineer

III. Unit Objectives:

1. The child should be able to describe different ways to keep the community safe.
2. The children should be able to illustrate various duties of a policeman.
3. The children will be able to describe the various duties of a fireman.

4. The children will be able to list things which they can do to prevent or stop a fire.
5. The children will be able to identify and describe various workers used in health care.
6. The child will be able to demonstrate different ways he can practice health, safety and concern for others who are sick.

IV. Unit Description:

Unit Objective #1: The child should be able to describe different ways to keep the community safe.

A. Criterion-Referenced Objectives:
   1. The child should be able to list six different safety rules he should follow.
   2. The child will be able to draw and identify six different street safety signs.

B. Learning Activities:
   1. Make a chart of community laws that children should obey.
   2. Have the children draw streets signs and write what they stand for.
   3. Invite a school patrol boy into class.
   4. Discuss the reasons for particular school safety rules.
   5. Dramatize safety rules for school buses.
   6. Have the class make individual graphs of their safety record for a week.
   7. Read and discuss in "Greenfield U.S.A." page 53.
   8. Have the children make bulletin boards to carry picture posters and clippings relating to accident prevention.
   9. Take walk around the outside of the school. The children could make a list of places where safety precautions should be taken.
   10. Have the children make a model town on the floor or a table in the class. Have them mark off places where there should be one way streets, traffic lights, fire hydrants, etc.
   11. Let the children make picture books of safety in action--at home, at school, and at play.

C. Materials:
   1. drawing paper
   2. graph paper
   3. bibliography and reference materials
   4. bulletin boards
   5. paints, crayons
   6. pencils, rulers

Unit Objective #2: The children should be able to illustrate various duties of a policeman.

A. Criterion-Referenced Objectives:
1. The children should be able to list six different duties of a policeman.
2. The children should be able to identify from pictures a particular job a policeman is doing.
3. The children should be able to illustrate various equipment used by policemen.

B. Learning Activities:
1. Design a mural of the different job duties of a policeman.
2. Make a booklet of pictures of a policeman doing different things at his job.
3. Pantomine the work of a policeman.
4. Have the class make labeled illustrations of boots and equipment needed by policemen.
5. Have the children think and write down as many things as a policeman may have to do in one day's work.
6. Have the children make a display of how the policeman keeps us safe.
7. Let the children set up a police station in the class. Let them act out what goes on in a police station.
8. Write a story on how the policeman helps us.
9. Read and discuss in "Greenfeild U.S.A." pages 43-52, and page 54.
10. Have the children write stories about what it is like to be a school crossing guard and store security guard.
11. Let the children write reasons why it is necessary to have school patrol boys and girls.
12. Collect and label policemen's equipment.
13. Read and discuss in "Living Together in the Neighborhood" pages 51-65.

C. Materials:
1. mural paper
2. writing paper
3. glue, paste
4. drawing paper
5. paints, crayons, pencils
6. bibliography and reference materials

Unit Objective #3: The children will be able to describe the various duties of a fireman.

A. Criterion-Referenced Objectives:
1. The child will be able to illustrate three different types of fire vehicles and describe their use.
2. The child will be able to describe at least four of the duties of firemen.

B. Learning Activities:
1. Dramatize the work of the firemen.
2. Have children collect pictures of various types of vehicles used by firemen. Identify their use.
3. Collect and mount pictures of firemen. Have the class write an explanatory caption for each picture.
4. Make a booklet entitled "Firemen in Action".
5. Arrange for a visit to a fire station.
6. Invite a fireman to visit the class.
7. Read and discuss in "Greenfield U.S.A." pages 55-60, and 62-64.
8. Have the children do short reports on the differences between one-two-and-three alarm fires.
9. Collect and label firemen's equipment.
10. Read and discuss in "Living Together In the Neighborhood" pages 69-82.

C. Materials:
1. magazines, newspapers
2. drawing paper
3. needed art supplies
4. bibliography and reference materials

Unit Objective #4: The children will be able to list things which they can do to prevent or stop a fire.

A. Criterion-Referenced Objectives:
1. The child will be able to dramatize how to report a fire by telephone.
2. The children will be able to name at least four things they can do to help the firemen.

B. Learning Activities:
1. Have a few children find out and report to the class how to report a fire by telephone.
2. Discuss the importance of knowing what to do ahead of time in case of a fire.
3. Plan a walk around the school building to locate a fire-alarm box, fire extinguisher and other emergency provisions for putting out a fire.
4. Have the class make a chart on ways that they can help when they hear the fire siren or when there is a fire in the neighborhood.
5. Write fire prevention slogans.
6. Make up fire prevention posters. Illustrate them.
7. Plan to dramatize a way in which children could prevent or put out a fire.
8. Have the children make lists of fire hazards in their home and their community.
9. Read and discuss in "Greenfield U.S.A." pages 61, and 65-68.

C. Materials:
1. drawing paper
2. chart paper
3. bibliography and reference materials
4. paints, crayons, pencils, rulers

Unit Objective #5: The children will be able to identify and describe various workers used in health care.

A. Criterion-Referenced Objectives:
1. The children should be able to describe five different health workers performing one part of their job.
2. The children should be able to illustrate five different duties of people in a hospital.

B. Learning Activities:
1. Draw pictures of family doctor using different pieces of equipment.
2. Design a model hospital with cardboard boxes.
3. Make a mural depicting different workers in health care doing their jobs.
4. Discuss with the class such careers as doctor, nurse, dentist, dental assistant, x-ray technician, medical assistant and ambulance driver.
5. Read and discuss in "Greenfield U.S.A." pages 69-73, and 75-78.
6. Dramatize a visit to the doctor for a routine checkup.
7. Make a chart of those non-medical people who are needed in health care (e.g. orderlies)
8. Illustrate the work of different workers in health care and put them in a booklet.
9. Make a mural depicting services of the Red Cross.
10. Discuss why the pharmacist has to fill our prescriptions.

C. Materials:
1. mural paper
2. bibliography and reference material
3. cardboard boxes
4. drawing paper
5. needed art supplies

Unit Objective #6: The child will be able to demonstrate different ways he can practice health safety and concern for others who are sick.

A. Criterion-Referenced Objectives:
1. The child will be able to name different types of clothing which should be worn at different seasons.
2. The child should be able to state some different health rules which he should follow.

B. Learning Activities:

1. Have the children draw pictures to illustrate ways they can care for people who are sick.
2. Let the children make pretend "Get Well" cards.
3. Read and discuss in "Greenfield U.S.A." pages 74 and 76.
4. Have a discussion or report on why it is important to be thoughtful of others.
5. Have a first aid demonstration.
6. Have the children make a picture book showing the proper clothing for different seasons.
7. Have the children make a chart of good health rules to follow.
8. Discuss, illustrate, or do a report on the work of a sanitation engineer or a food inspector.
9. Make a list of the different ways children can help the sanitation engineer and the food inspector.
10. Make posters that warn about litterbugging.

C. Materials:

1. first aid materials
2. poster board
3. glue, past
4. drawing paper
5. paints, crayons, pencils, rulers
6. bibliography and reference materials

Unit Title: HOSPITALITY AND RECREATIONAL SERVICES

I. Unit Overview: The unit Hospitality and Recreational Services at the Primary level endeavors to show that various occupations have specific responsibilities associated with a particular job. The unit has been devised to discuss three major areas: (1) Motels, Hotels, Restaurants; (2) the Zoo; (3) Beaches and Parks. Through discussion of waitresses, busboys, cashiers, managers, birds, mammals, reptiles, rangers, counselors, activities of counselors with campers, the need of people working together in an arena of public services is exemplified.

II. Unit Content Outline: None

III. Unit Objectives:

Through a study of the units Restaurants, Motels, Hotels; the Zoo; Beaches and Parks; and viewing some occupations and services provided, pupils at the Primary level will be able to:

1. Identify people with their occupations.
2. Classify articles as they pertain to appropriate settings.
3. Differentiate places of leisure.
4. Write a story using words with more than one meaning.
5. Illustrate a place.

IV. Unit Description:

Unit Objective #1: The pupils will be able to identify people with their occupations.

A. Criterion-Referenced Objectives:
   1. Displaying a chart that portrays ten pictures. The pupils will be able to identify the occupation the picture represents by matching the picture with a placard that names the occupation.

B. Learning Activities:
   1. Divide the class into three groups. Each group is to prepare a notebook:
      Group 1: Motels, Hotels, Restaurants
      Group 2: Animals at the Zoo
      Group 3: Beaches and Parks
      Each notebook should consist of:
      a. kinds of pictures depicting their topic (large, small, etc.)
      b. things seen within their topic
      c. people working
   2. As a class, make a collage--an arrangement of items pertaining to all three topics.

C. Materials:
   1. Filmstrip: "Our Parks and Playgrounds" - 790-0
   2. Movie: "The Washington Zoo"
   3. What Will I Be From A to Z, Donald L. Gelb

Unit Objective #2: The pupils will be able to classify articles as they pertain to appropriate settings.

A. Criterion-Referenced Objective:
   1. About twelve objects will be placed at random on a display table. Placards indicating the Zoo, Beaches and Parks, and Motels, Hotels, Restaurants will be placed at three different sections of the table. The children will reassemble the objects by placing each object at its respective position.

B. Learning Activities:
   1. Divide the class into three groups. Each group will find a specific category of animal and place on bulletin board or 24" x 30" piece of oaktag. Categories - birds, mammals, reptiles.
   2. Teacher - Construct a picture wheel. Have picture of child centered on a smaller disc which can move clockwise or counterclockwise to reveal different places in windows. Child is to answer "Where Am I?"
   3. Plan a trip to a park.

C. Materials:
   1. magazines
   2. scissors
   3. glue
   4. Books: I Want To Be A Restaurant Owner - Greene

Unit Objective #3: The pupils will be able to differentiate places of leisure.

A. Criterion-Referenced Objective:
   1. Given three teacher - made maps or drawings that include pictures of activities, the pupils will identify the place by writing a title and labeling the areas drawn.

B. Learning Activities:
   1. Make a model park that consists of flowers, streams, trees, picnic tables and benches, animals, recreation area.
   2. Draw a map of the model park.
   3. Devise a legend of the map.
   4. Construct a model of a zoo.
   5. Design a floor plan of a hotel.
   6. Plan a tour of a hotel.

C. Materials:
   1. scissors
   2. construction paper
   3. people pieces
   4. cardboard
   5. glue
   6. modeling clay
   7. balsa wood
   8. popsicle sticks
   9. mirror
   10. cloth

   Book: Forest Folk, Buff

Unit Objective #4: The pupils will be able to write a story using words with more than one meaning.

A. Criterion-Referenced Objective:
   1. Provided on experience chart that depicts or tells a picture story using synonyms, the pupils will write a picture story illustrating two uses of five words that have synonyms: snake, park, pocket, light, catch.

B. Learning Activities:
   1. Have each pupil (or group children) prepare a list of words.
   2. Have them use each word at least two ways.
   3. Have pupils write a poem of any of the words on their list to see how many words they can make rhyme with it.

C. Materials:
   1. Book: Fawn in the Woods, Eberle

Unit Objective #5: The pupils will be able to illustrate a place.

A. Criterion-Referenced Objectives:
   1. Having read a poem or short story about nature to the class, the pupils will illustrate a place by painting a picture of some part of the story or poem they liked best. They will attach to their painting a brief description of what their painting represents.

B. Learning Activities:
   1. Play a record and have children close their eyes. As they listen to the music, ask them how it makes them feel and if it makes them feel like they are somewhere else.
   2. Have them paint an imaginary place and ask what is there? Do they see anything? If so, what? Try to paint it.

C. Materials:
   1. Record: Chopin

Unit Title: HOW PEOPLE HELP ME IN THE COMMUNITY

I. Unit Overview: This unit is intended to show students that people living in communities have needs for food, clothing, shelter, protection, communication, transportation, and recreations. These needs are met through various types of work and services that are found within the childs community. This unit should take six to eight weeks.

II. Unit Content Outline: The content of this unit will cover the occupations, services, uniforms, and equipment of the following community helpers.

A. Policeman
B. Doctor
C. Fireman
D. Dentist
E. Mailman
F. Dry Cleaner
G. Milkman
H. Baker
I. Pharmacist
J. Bank
K. Veterinarian
L. Shoemaker
M. Grocer
N. Garbage Collector
O. Street Cleaner
P. Butcher
Q. Gas Station Attendant

III. Unit Objectives: The student will be able to:

1. name the services of community helpers and tell how these services contribute to his way of living.
2. distinguish the duties of each community helper.
3. compare services provided for him by the family to those given by others in his community.
4. tell whether community helpers provide goods or services to his community.
5. select from a list those particular characteristics of a community helper which are meaningful to him.

IV. Unit Description:

Unit Objective #1: The student will be able to name the services of community helpers and tell how these services contribute to his way of living.

A. Criterion-Referenced Objectives: The student will:
1. list 5 things that a policeman does in his community.
2. demonstrate 2 things a dentist does to his teeth.
3. list the people who can help him in the following areas:
   a. a toothache
   b. a broken leg
   c. a lot of money
   d. a letter to send
   e. a cake made
   f. a hole in his shoe
4. be able to choose 10 out of 15 given tools and name the people who use them.
5. demonstrate 2 things to do to put out a fire.

B. Learning Activities:
1. cut pictures from magazines of various community helpers for bulletin board display.
2. small group dramatization of situations in which children prevent or extinguish a fire.
3. make a "Get Well" card for a member of the class who is ill or injured.
4. Have the school nurse talk to class about care of a cold and importance of keeping it from spreading to others.
5. Draw pictures of safety signs to and from school.
6. Make fire prevention posters.
7. Paint pictures of community helpers showing one thing they do in the community and compile their paintings in a booklet.
8. Take a tour of a bank.
9. Take a field trip to the fire company.

Unit Objective #2: The student will be able to distinguish the duties of each community helper.

A. Criterion-Referenced Objectives: The student will:
1. be able to match 10 community helpers with the uniforms they wear.
2. write 4 duties of the fireman, mailman, teachers, doctor and banker.
3. match 6 buildings with the community helper that works in them.

B. Learning Activities:
1. Make out of shoe boxes different buildings that community helpers work in.
2. Draw pictures showing one thing each of the following does; garbage man, teacher, nurse, mother.
3. Have a policeman, fireman, and a baker come talk to the class.
4. Make a mural showing community helpers performing a specific duty in their field.
5. The student will match the equipment with community helper who uses them.

Unit Objective #3: The student will be able to compare services provided for him by the family to those given by others in the community.

A. Criterion-Referenced Objectives: The student will:
1. name 2 things his mother does for him when he has a cut, and 2 things a doctor does when he has a cut.
2. write 2 things that the mailman, milkman, and grocerboy give him in a community.
3. be able to write, after given a list of duties, whether the family or community helper perform this task.

4. draw 2 ways his parents help him send a letter and 2 ways a mailman is involved in sending his letter.
5. discuss what would happen if the supermarket closed for a month.
6. discuss what would happen if the mailman couldn't come for 2 weeks.
7. write 5 things that would happen if all the cows disappeared for a month.
   How would this affect your community?
   How would it affect what you drink?
   How would it affect what you eat?
8. write 2 things that would happen if we couldn't get any gas.

B. Learning Activities:
1. Make a list of services provided for him by his family and community helpers.
2. Make a two part mural one part showing things that are done for them at home by the parents. The other part showing what community helpers provide for them.
3. Make hand puppets of a family member and a community helper showing the same interaction.
4. Oral discussions of filmstrips showing performances of community helpers and parents providing for their needs.
5. Art activity: a set of match-up cards of family members and community helpers showing the services they provide for him. (See Art curriculum in Career Education Guide).

Unit Objective #4: The student will be able to tell whether a community helper provides goods or services to his community.

A. Criterion-Referenced Objectives: The student will:
1. name 3 community helpers that bring goods to his community.
2. draw a picture of 3 helpers that provide services to his community.
3. tell after given a list of community helpers, if they bring goods or services to his community.

B. Learning Activities:
1. cut out pictures of people who grow things for us and people who make things for us.
2. match on an electric board the goods and services people bring.
3. cut out various pictures of community helpers and the goods and services they bring to the community.

Unit Objective #5: The student will select from a list those particular characteristics of a community helper which are meaningful to him.

A. Criterion-Referenced Objectives: The student will:
   1. write 5 things he likes about a particular community helper of his choice.
   2. draw a picture of one community helper of his choice would do in his community.
   3. dramatize 3 things a community helper of his choice would do in his community.
   4. cut out pictures of equipment and clothing a community helper of his choice would need to perform his occupational chores.

B. Learning Activities:
   1. Write a story My Favorite Community Helper.
   2. Make a scrap book on various equipment and clothing used by 10 community helpers.
   3. Have small group dramatization of jobs performed by community helpers of their choice.
   4. Make a small community using cereal boxes.
   5. Have each child select a community helper and make a clay model showing how they help in the community.
   6. Present a puppet show of a variety of working people coming into a physician's office.

C. Materials:

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   Eye Gate House (9FS5 cassets)
2. The Airport P-24 (series 8) Wheelwright
3. The Baker P-24 (series 7) Wheelwright
4. The Baker (FS 386) SVE
5. The Fireman (FS 387) SVE
6. The Fire Department P-26 (series 4)
7. The Grocer (FS385) SVE
8. The Fireman (FS705) SVE
9. The Policeman (FS383) SVE
10. The Police Department P-21 (series 5) Wheelwright
11. The Postman (FS386) SVE

ENCYCLOPEDIAS:
1. Compton's Yound Children's Pre-Encyclopedia Vol. 031, William Benton.

Sub-Unit Title: THE AREAS AROUND ME

I. Unit Overview: This unit is to acquaint students with the areas in his community. These areas (residential commercial, industrial, recreational, and rural) all have basic characteristics; services and occupational awarenesses. It's intended to show students ways in which these areas utilized by members of his community.

II. Unit Content Outline: This unit content outline will cover the features, services, and occupations in the following areas:

A. Residential
B. Commercial
C. Industrial
D. Recreational
E. Rural

III. Unit Objectives: The student will be able to:

1. name the areas in a community.
2. name certain features of each areas.
3. to compare each of the areas.
4. to write the goods and services found in each area, and tell what community helpers provide these services to the community.

IV. Unit Description:

Unit Objective #1: The student will be able to name the areas in a community.

A. Criterion-Referenced Objectives: The student will:
   1. name the areas that factories can be found in.
   2. draw a picture of two areas where houses can be found.
   3. write the name of one area where parks are found.
   4. discuss the areas in his community.
   5. draw a picture of the area that people buy and sell things.
   6. write the name of the area that suggests open country and farming.
   7. compile a booklet of student drawings of the five community areas (see Art curriculum in Career Education Guide).

B. Learning Activities:
   1. The child will draw or paint a picture of a commercial area and things found in that area.
   2. The child will cut out pictures of houses, stores, farms, etc. and tell what areas of the community they would be found.
   3. Each child will make a house of construction paper and boxes to compose a residential area.
   4. Play the game "I Am Thinking" a person thinks of something at a store that begins with the letter b and have the students try to guess their thought.

5. Have pictures of different areas in the community and pictures of items that can be found in the area. Match the item with the area.

Unit Objective #2: The student will be able to name certain features of each area.

A. Criterion-Referenced Objectives: The student will:
   1. draw 3 things found in a residential area.
   2. paint a picture of 2 areas showing things found in these areas.
   3. discuss the things that you should find in a rural area.
   4. draw 5 things found in a commercial area.
   5. demonstrate 2 things he does when he goes to a recreation area.
   6. match a list of 10 given items to the areas they would be found.

B. Learning Activities:
   1. Small group constructing a replica model of the 5 areas found in a community.
   2. Given topic choices to select, have small group dramatize any of the following:
      "Going to the Store"
      "Thing you do at the Playground"
      "Planting a Garden"
   3. Take a tour of the community. On returning have students draw pictures of various styles of houses in a residential area.
   4. Make a list of rules that would have to be followed in each area.
   5. Review filmstrips of areas found in a community. Discuss the various things found in different areas.
   6. Read story "City Boy, Country Boy".
   7. Take the class on a trip to a neighborhood shopping center to look for workers. When return, list on the blackboard all the workers the children can recall.

Unit Objective #3: The student will be able to compare lack of the areas.

A. Criterion-Referenced Objectives: The student will:
   1. discuss things found in a recreational area that also may be found in a residential area.
   2. draw 5 things that may be found in a rural area and also found in a commercial area.
   3. draw 3 things that workers in an industrial area do.
   4. name 4 ways that stores in the commercial area help the farmers in the rural area.
   5. draw 8 things that you would find in a recreational area but would not find in an industrial area.
   6. discuss the things factories make that can be sold in the store.
   7. name 3 reasons why people may move form a rural area to a residential area, or why people in a residential area may move to a rural area.

B. Learning Activities:
1. Have students bring in pictures of various features of a community for class discussion.
2. Make a cooperative or individual booklet describing the areas in the community.
3. Divide the class into groups: factory workers, farmers and store keepers. Draw things that they make, grow, and manufacture.
4. Have children make a mural showing the five areas. Have them make pictures of houses, trees, factories, etc. for the mural.
5. Post the words rural, recreational, commercial, industrial, and residential around the room. Pass out to the children different things found in the various areas. Have each child stand with his picture in front of the word denoting the area in which it belongs and explain why it belongs in this category.
6. Have students write a poem of their own describing what products a farmer sells or grows.
7. Using pictures to show the five areas. Number the pictures. Have children number their papers. Pass the pictures around and tell the children to write the area words next to the matching number on their paper.

Unit Objective #4: The student will be able to write the goods and services found in each area, and tell what community helpers provide these services to his community.

A. Criterion-Referenced Objective: The student will:
1. name 5 occupations in a commercial area.
2. discuss the occupations found in the residential area.
3. draw 3 goods and services found in a commercial area.
4. list, after given specific names of community helpers, whether they bring goods or services to the community.
5. draw a picture of a farmer, teacher, salesgirl, factory worker, lifeguard, and label what areas of the community each would be most likely be found working.

B. Learning Activities:
1. Construct a small commercial area out of cardboard, and make clay model people in art class.
2. Small group dramatization of any persons who work in any area of their choice.
3. Read a story of goods and services that come from different areas of a community to provide for the needs of the child and his family.
4. Draw a picture showing how food gets from the farm land to the market to the child's home.
5. See filmstrip on cotton manufacturing from harvesting to marketing.
6. Let students compile a list of goods and services produced in their community and sent to other communities.
7. Take the class to visit a toy store, hobby shop, or sports center to list the many goods which workers produce to give us recreation.

C. Materials:

PUPIL REFERENCES:

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Sub-Unit Title: A MILITARY COMMUNITY

I. Unit Overview: The study of Fort Bragg, a Military Community centers on people in that community and how their occupations provide for the needs and services of others.

II. Unit Content Outline:

A. Living in a Military Community
   1. Types of living quarters.
   2. Comparison to other community
B. People
   1. Officers
   2. Soldiers
   3. Childrens
   4. Parents
C. Occupations
   1. Cooks
   2. Doctors
   3. Teachers
   4. Nurses
   5. Mailman
   6. Policeman
D. Clothing
   1. Uniforms
E. Equipment
   1. Guns
   2. Radio
   3. Airplanes

III. Unit Objectives: The student will be able to:
1. name the services given by a military community and tell their importance to his community.
2. compare life in a military community to his community life.
3. identify the types of clothing and equipment needed in a military community.

IV. Unit Description:

Unit Objective #1: The student will be able to name the services given by a military community and tell their importance to his community.

A. Criterion-Referenced Objectives: The student will:
   1. list, after given ten things a soldier does, one of the duties and tell its importance to his community.
   2. discuss reasons why the men have to trained to do a special job.
   3. draw at least 3 things a military man or woman wears that is different from their everyday dress.
   4. name 3 kinds of work done in the Army.
   5. be able to tell why a policeman is needed in his community as well as a military community.
   6. demonstrate one thing each arm services does after given pictures of sailors, soldiers, and marines.

B. Learning Activities:
1. Draw a picture of a soldier, sailor, and a marine.
2. Draw a picture showing two things a military person does.
3. Construct a small military community.
4. Have an officer come talk to the class about his duties and how they affect the child's community.
5. Make a mural about "Things all soldiers do".

Unit Objective #2: The student will be able to compare life in a military community to his community life.

A. Criterion-Referenced Objectives: The student will:
1. list 2 things found in his community and 2 things found in a military community.
2. be able to identify helpers in a military community and compare those helpers with helpers found in his own community.
3. Draw a picture of his house and the barracks that soldiers live in.
4. write 5 things found in a military community that are not found in his own community.
5. paint a picture of the 3 types of transportation used in a military community and 3 types he sees in his own community.
6. after given a group of artifacts, classify the articles to his community or a military community.

B. Learning Activities:
1. on chart paper make a list of rules military men must obey in their community and rules we must obey.
2. play a marching record to form a small group drill team and practice some commands.
3. paint a picture of a military police and a civilian police.
4. small group construction of a military community and the child own community.
5. draw pictures of community helpers found in a child's community and helper found in a military community.

Unit Objective #3: The student will be able to identify the types of clothing and equipment needed in a military community.

A. Criterion-Referenced Objectives: The student will:
1. after given 2 pictures (a military person and a teacher) orally discuss the differentiation factor of each clothing.
2. name 2 vehicles found on a military community not found on your community.
3. draw a picture of 4 weapons used on a military base.

B. Learning Activities:
   1. Construct models of different forms of transportation used on a military base.
   2. Have a military person come in and talk about their uniform and medals.
   3. Make a walkie talkie out of cans and string to show how sound travels.
   4. Draw a picture of things a paratrooper wears before getting in a plane.
   5. Cut out pictures of clothing and equipment used by military community and make a scrapbook from the pictures.

C. Materials:
   1. Pupil Reference
      Allyn and Bacon. A Military Community, Social Science Staff of Educational Research Council of America.
   2. Teacher Reference
      Allyn and Bacon. American Communities, Social Science Staff of Educational Research Council of America.

Unit Title: HOW WE GET THERE

I. Unit Overview: All of us are affected by transportation in a crucial way everyday. The second grade child depends on some form of transportation daily and should understand what it means and how he depends on it. Using a multidisciplinary approach to study transportation will help the student understand the relationship of all areas of instruction. He will become aware of the different ways to travel and the jobs involved with each of these ways. This unit will take about three weeks to complete.

II. Unit Content Outline:

A. Definition of Transportation
B. What Transportation Does for Us
C. Different Types of Transportation
    1. Where they Operate
    2. Future Transportation
    3. Sound made by forms of Transportation
    4. Recreational Transportation
D. Comparisons of Different forms
    1. speed
    2. cost
    3. past and present
E. Careers Involved in Transportation

III. Unit Objectives:

1. The child will be able to define transportation and explain what it does for us.
2. The child will be able to name different types of transportation.
3. The child will be able to compare and contrast different types of transportation.
4. The child will be able to identify careers and workers within the transportation field.
5. The child will further develop a guide for an imaginary trip.

IV. Unit Description:

Unit Objective #1: The child will be able to define transportation and explain what it does for us.

A. Criterion-Referenced Objectives:
    1. The child will list five different reasons we need transportation in the United States.
    2. The child will write and illustrate a story entitled, "What Transportation Means to Me."
    3. The child will state the way five different animals travel after he has imitated that animal traveling, and collect or draw pictures of that animal.
    4. Using the pictures collected from CRO #3 the child will play a teacher-made game matching animal pictures with a movement that animal uses to travel.

5. The child will dictate a story entitled, "A World Without Transportation", explaining three problems that would occur.
6. In a group, the child will list two things that he uses everyday and explain how they are transported from place of origin to his house.
7. The child will fill out a questionnaire explaining how his family travels to work, school, and leisure activities.
8. After listening to stories about how people of long ago moved people and goods, the child will draw pictures of transportation long ago.

B. Learning Activities:
1. Read "How Do I Go", by Maryann Hoberman and "America Travels" by Alice Dalglieshand discuss why we need transportation.
2. Talk about different animals and how they get from place to place.
3. Make up game for children to play and explain rules to them.
4. Use experience gained from previous objectives.
5. Write group experience story.
6. Questionnaire attached.
7. Read "The True Book of Transportation" by Elsa Posell, "Railroads of Today and Yesterday" by Walter Buehr, and "Cave Man to Space Man" by Margaret Friskey.

C. Materials:
1. books, filmstrips in bibliography.
2. pictures of animals from magazines.
3. vertical file on transportation in school library, picture-story study prints.

Unit Objective #2: The child will be able to name different types of transportation.

A. Criterion-Referenced Objectives:
1. The child will classify different types of transportation into three groups (land, air, water) and each child must have four types for each category.

B. Learning Activities:
1. Picture charts- (one for each form of transportation)
2. Adapt a particular type of transportation so it could operate in a different medium. (ex. a car that flies)
3. Match game- vehicle matched to where it operates- (car-land)
4. Make various types of transportation with milk cartons, paper, and tinker toys.
5. Have children bring toys from home to show different ways to travel and let them talk about them.
6. Draw pictures of different animals used for travel.
7. The child will identify five out of ten types of transportation by sound, first in groups and then individually.

C. Materials:
1. Magazines, Filmstrips- How Airplanes Fly, Man Learns to Fly, How We Use Wheels.
2. Books- How Shall We Ride Away? Solveig P. Russell; Off We Go!, William Wise.
3. Pictures of different forms of transportation.
4. Tape recording of different types of transportation (sounds)
5. Game Book- Skill Games to Teach Reading, Richard H. Blooner, pgs. 26-29, The Instructor Publications, Inc. Dansville, N.Y. 1964.

Unit Objective #2: The child will be able to name different types of transportation.

A. Criterion-Referenced Objectives:
1. The child will name at least three forms of transportation used by him for recreation or leisure activities.
2. The child will cut out of magazines or draw pictures of vehicles used for fun, and as a group, make a college of "Vehicles for Fun".
3. The child will participate in a class discussion about the things we do for fun.
4. The child will draw a earth vehicle of the future and explain to others how it works.
5. The child will cut or draw parts of existing vehicles and these will be compiled to make a class "Vehicle of the Future".
6. The child will participate in a class discussion on space and the kinds of vehicles that have been developed for space travel.
7. The child will design a vehicle to be used in space in the future.

B. Learning Activities:
1. Discussion on space travel and vehicles, and places man will want to travel in the future.
2. Field trips- to bus stations, train station, airport
3. Get pictures of vehicles of the past and talk about how they've changed.
4. Discuss what astronauts need to stay alive in space.
5. Show filmstrips- "Astronauts and Space Travel" and "How Do Jets Fly?"

C. Materials:
1. books in bibliography
2. filmstrips in bibliography
3. picture study prints in bibliography
4. vertical file on transportation in Leasure library.

Unit Objective #3: The child will be able to compare and contrast different types of transportation.

A. Criterion-Referenced Objectives:
   1. The child will be able to describe a means of transportation he has used.
   2. Given a specific situation, the child will select the best means of transportation. Acceptible answers will be predetermined by instructor.

B. Learning Activities:
   1. Discuss the form of transportation liked best by each child and why child chose this form.
   2. Report on a trip the child has taken (personally) and talk about other forms of transportation that could have been used.
   3. Discuss most unusual form of transportation used by children in the class (ambulance, horse, row boat) (Not transportation used everyday.)
   4. Riddle game- children write riddles and others guess form of transportation described.
   5. Given situations with limitations on time, money, destinations, the child will choose the most appropriate way to travel.
   6. Given specific products the child will choose the best way to transport them.
   7. Given situations from the past and a list of ways to travel the child will name the way he would have used.
   8. Use the concept of more or less in the discussion of number of passengers different forms of transportation can take.
   9. Make a chart of vehicles that carry passengers, cargo, and both of these.
   10. Talk about different forms of travel in relation to speed. (Which is fastest, slowest?)

C. Materials:
   1. already listed

Unit Objective #3: The child will be able to compare and contrast different types of transportation.

A. Criterion-Referenced Objective:
   1. The child will be able to differentiate between travel of today and that of yesterday by listing three vehicles that are used today that were not used 100 years ago and three ways of travel that were used 100 years ago that we don't use today.

B. Learning Activities:
   1. Children collect pictures of automobile, train, airplane. Showing how each has changed over the years. Discuss why each has changed.
   2. Discuss reasons, why different modes of transportation have become obsolete and new ones have come about.
   3. Write a paragraph explaining how forms of transportation have become common place (everyone has a car), whereas before everybody couldn't afford it.
   4. Resource people- grandparents come in and talk to children about what vehicles were used when they were growing up.

C. Materials:
1. Magazines, nespapers
2. Books- The Romance of American Transportation- Franklin M. Reck

Unit Objective #4: The child will be able to identify careers and workers within the transportation field.

A. Criterion-Referenced Objective:
1. The child will be able to name five careers involved with each of the following: land transportation, water transportation, air transportation.

B. Learning Activities:
1. Crossword puzzle of careers in land, air, and water transportation.
2. Riddles about workers and place of employment.
3. Dramatize scenes at airport, train station, bus station.
4. Make stick puppets of workers in different areas of transportation and put on a puppet show.
5. Show filmstrips
6. Read stories
7. Develop a transportation vocabulary list.

C. Materials:
1. teacher made crossword puzzle (attached)
2. books, filmstrips listed in bibliography.
*Filmstrips and books used before will be viewed and read again to review careers involved.

Unit Objective #5: The child will continue to work on a guide for an imaginary trip.

A. Criterion-Referenced Objectives:
1. The child will list five types of transportation he could use to get to his destination. Acceptability will be determined by instructor.
2. The child will choose one of the five methods he has listed and explain in a paragraph why he thinks this is the best way for him to travel giving consideration to time limits, money, number of people going, and destination.
3. The child will draw a picture of himself in the form of transportation he has chosen and attach it to his paragraph.
4. The child will draw a type of transportation that has not been invented yet that he could use to travel to his destination.
5. Collect pictures from magazines of different types of the vehicle chosen. (ex.- different kinds of trains)

B. Learning Activities:
1. Go back and review information covered in the rest of the unit.

C. Materials:
1. found in regular classroom.

D. Evaluation: As an end of unit evaluation each child will construct an imaginary trip. For this specific section (transportation) they will work on how they will get to their destination. (writing stories, drawing pictures and gathering pictures from magazines).

A test has been developed (attached) that will be given as a pre and post-test.

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HOW WE GET THERE

A. TRAIN STATION

B. BUS STATION

C. AIRPORT

D. MANY PLACES

_____ENGINEER

_____PILOT

_____TICKET TAKER

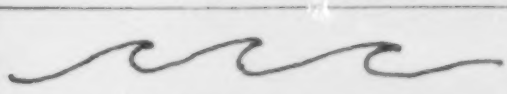
_____CONDUCTOR

_____DRIVER

_____STEWARDESS

_____BRAKEMAN

_____PORTER



WATER

AIR

LAND

TRAIN CAR CAMEL HORSE PLANE ROWBOAT SAILBOAT BIKE FEET

WHAT IS TRANSPORTATION?

WHAT WOULD BE THE BEST WAY TO:
GO HOME FORM SCHOOL?

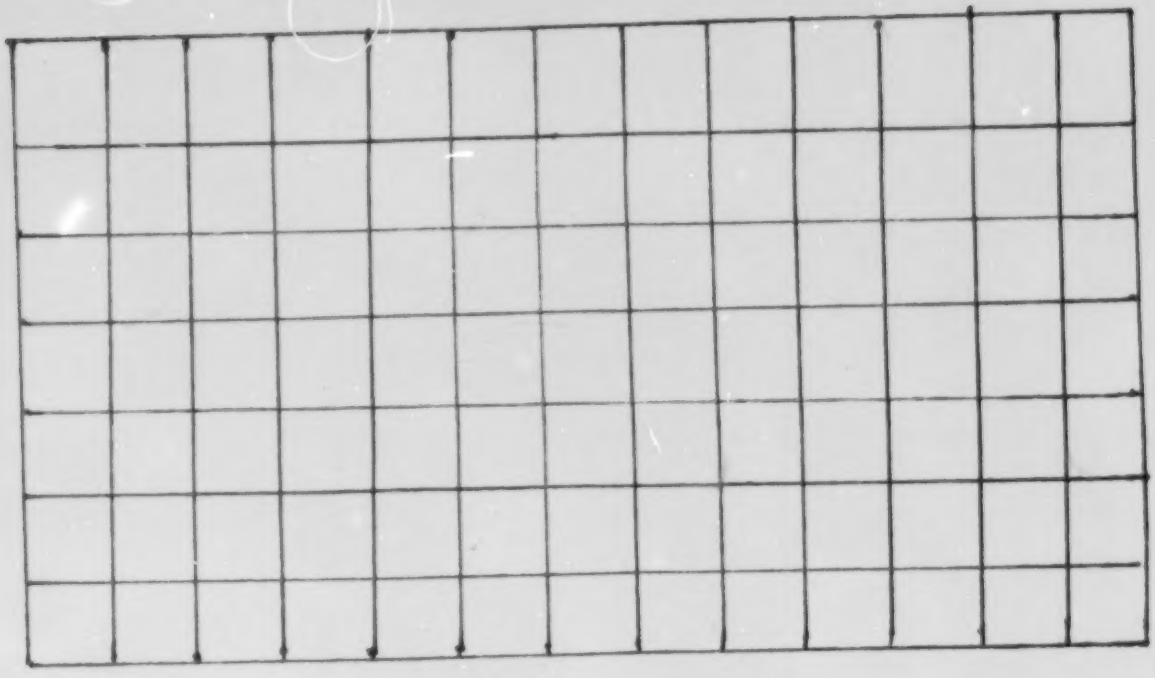
GO TO FLORIDA?

GO ACROSS THE OCEAN?

GO ON VACATION IF YOU DIDN'T HAVE VERY MUCH MONEY?

GO TO A NEIGHBOR'S HOUSE WHO LIVES TWO STREETS AWAY?

TEACHER-MADE CROSSWORD PUZZLE



ACROSS

1. Person who flies a plane.
2. Person who drives a boat.
3. Person who gives you food on an airplane.
4. Person who makes the things you row a boat with.
5. Person wrrks on railroad tracks.
6. Person who carries suitcases.

DOWN

1. Person who takes tickets at airports, bus stations, and train stations.
2. Person who takes tickets on a train, helps people find their seats.
3. Person who sails.
4. Person who drives a truck for an occupation.
5. Person who builds boats.
6. Rides a tractor.
7. Sends & receives messages on the ship.
8. Fixes things like boats, airplanes, cars.

WORDS FOR YOU TO USE

pilot	ticket taker	oar maker	radio man
trucker	sailor	farmer	mechanic
stewardess	boatmaker	trackman	porter
conductor	captain	cab driver	

Unit Title: INDIA

I. Unit Overview: The study of India and its people will give our children a chance to compare the Indian life styles with their own. Comparisons will be drawn from the following areas: Home life (family, respect for parents, clothing and furniture), school, types of industry, culture and the geography of the land.

By studying India, the children will gain an appreciation and a better knowledge of their own life style while gaining respect and understanding of different modes of living.

The subject is geared to learning more about oneself and family. The study of the Indian culture will lend itself to that point.

II. Unit Content Outline:

A. Family
B. Cultures
C. School life
D. Geography
E. Occupations and Industry
F. Food

Unit Objectives: At the end of the unit the student will be able to:

1. Describe the roles of Indian mothers and fathers.
2. Recognize that each member of a family has a responsibility to the whole family.
3. Describe the types of housing found in villages with the types of housing in Indian cities.
4. Describe the school life of the Indian children in the village with the children in large Indian cities.
5. Distinguish Indian clothing from the clothing of other countries.
6. Identify the geographical features special to India.
7. Describe the main occupations of the Indian people.
8. Describe a typical meal of an Indian family.

Unit Description:

Unit Objective #1: The student will describe the roles of Indian mothers and fathers.

A. Criterion-Referenced Objective:
   1. Given the various roles of Indian mothers and fathers, the student will be able to match each role with the word mother or father.

B. Learning Activities:

Pages 67 to 70 explains the roles of Indian adults. Stress should be made that most women especially in villages work strictly in the home. Ask the children how the role of the woman in the U.S. is different. Note the fact that the male provides food by farming and gets cash from selling any extra food his family may have left over.

Mention the following activities of the village woman:

1. baker
2. mother
3. wash
4. carry water to the homes
5. clean

Mention the following activities of the village man:

1. farmer
2. house builder
3. cares for work animals

Bring into the picture the difference in roles of Indians in the city. Men may be teachers, storekeepers or fill other jobs. Women may work in stores and other jobs but usually work as housewives.

C. Materials:

1. Bulletin Board displays

Unit Objective #2: The student will recognize that each member of a family has a responsibility to the whole family.

A. Criterion-Referenced Objective:

1. Given a list of responsibilities the student will be able to match the person with a responsibility.

B. Learning Activities:

Page 69 of the text gives a good picture of the life of the Indian child. Discuss with the children their responsibilities. Compare them with responsibilities of American children.

Ask the children which people have the hardest chores to do.

This activity can be tied in with adult roles.

Unit Objective #3: The student will describe the types of housing found in villages with the types of housing in Indian cities.

A. Criterion-Referenced Objective:

1. Given the terms village and city the student will be able to match a list of types of housing with the terms.

B. Learning Activities:

Read text pages 85-89. The children should be aware that most village people are poor. Have children comment on how they would like living in a one room house made of mud.

A group of children will be given a chance to construct a model Indian home out of mud. This could be an outdoor project.

Another group of children will be constructing a charpoy (string cot bed of the Indian). Ask them how they enjoyed the bed compared to their own beds.

A mention should be made that Indian cities have apartments like cities in America.

A discussion should develop that village homes have no running water or electricity. Ask the children to list all the things they could not use if they did not have running water or electricity. The children could show this by drawing a room of their house without those things run by electricity or needing running water.

C. Materials:

1. 2 x 4 lumber
2. clothesline
3. mud
4. drawing paper

Unit Objective #4: The student will describe the school life of the Indian children in the village with the children in large Indian cities.

A. Criterion-Referenced Objectives:

1. Given proper background material (discussion and textbook) the student will be able to select from a list of three choices the number of years an Indian child usually attends school.
2. Given a list of different types of school structures the student will be able to circle those which are found in India.
3. Given a list of subject areas taught in schools throughout the world the student will be able to underline those which are taught in India.

B. Learning Activities:

Have children read pages 119-123. Discuss what it would be like to have school taught outdoors. Follow this discussion with an outdoor social studies class. Ask children what they thought about this experience.

Discuss the other types of schools found in India. Does the United States have different types of school buildings?

Emphasize that reading and trade instruction makes up a great deal of the curriculum. Discuss why trades are taught in school. Is this done in the U.S.? Do you know what you want to be when you grow up? Does your school help you make these decisions?

Also make the point that the average child only attends school for 3 or 4 years. Why does this occur? Emphasize that the children are needed to help their families with their work.

Unit Objective #5: The student will be able to distinguish Indian clothing from the clothing of other countries.

A. Criterion-Referenced Objective:
   1. Given several pictures of clothing from different countries, the student will be able to pick out the clothing that is peculiar to India.

B. Learning Activities:
   A small station will be set up on the bulletin board with costumes of people form several different countries. (Costumes will be shown from the countries that we will be studying throughout the year). The children will compare pictures from the text in order to distinguish Indian clothing from that of other countries.

C. Materials:
   1. Pictures of clothing form various countries.

D. Evaluation:
   1. Observe to see if the child can distinguish the Indian style clothing from the rest.

Unit Objective #6: The student will be able to identify the geographical features special to India.

A. Criterion-Referenced Objectives:
   1. Given drawings of three countries, the student will be able to pick out the drawing that represents the country of India.
   2. Given a list of four geographical features the student will be able to circle two geographical features that are special to India.

B. Learning Activities:
   Individual maps of India will be distributed in order that the children know and can distinguish the shape of India from the shapes of other countries.
   The children will have an opportunity to explore globes and various types of maps in order to reinforce the shape and location of India.
   A relief map will be used to show the physical features of India such as mountains and deserts.
   Time permitting in the unit a salt and flour relief map will be made by the children to reinforce all of the above mentioned activities.

C. Materials:
   1. maps
   2. cardboard
   3. salt and flour

Unit Objective #7: The student will describe the main occupations of the Indian people.

A. Criterion-Referenced Objective:
1. Given a list of occupations the student will be able to underline those occupations common to India.

B. Learning Activities:
The text emphasizes that a great number of Indian men are farmers. This gives us an opportunity to list the activities of a farmer. Using the chalkboard have the children contribute tasks of the farmer. Using pictures from the book have children compare farm machinery from India with that found in the United States.

If you live near a farm see if you could get the farmer to speak to your class about farming. Better yet take a fieldtrip to a nearby farm. Other important industries in India are the textile and steel industries. Most people who work in factories are employed by either of the two above.

Discuss what a factory is with the children. Introduce the term assembly line. See if you can incorporate passing out papers to an assembly line.

C. Materials: None

D. Evaluation:
1. Underline those occupations that are major ones in India:
1. fishing 2. farming 3. shipbuilding 4. factory workers

Unit Objective #8: The student will describe a typical meal of an Indian family.

A. Criterion-Referenced Objective:
1. Given a list of foods, the student will be able to correctly circle those foods that make up a typical Indian meal.

B. Learning Activities:
The Indian diet consists of grains, beans, peas and a dish called curry which consists of eggs, fish, meat or vegetables cooked in a spicy sauce.

Most of the grain is made into flat bread cakes. Tea is a popular drink in India.

A simple bread will be made by the children and eaten with curry. An Indian mother will be asked to help us with this activity. We have several Indian families in the community.

C. Materials:
1. flour
2. water
3. curry powder
4. eggs
5. peas
6. small pieces of fish or meat

POST TEST

1. Match the job with the person who does it:

Farmer	Mother
Baker	
Water carrier	Father
Cares for animals	

2. Match the words boy or girl with the task they are responsible for:

Catching fish	Boy
Washing cattle	
Carrying fish	Girl

3. Match the word city or village with the type of housing found in each:

Mud house	City
Apartment	
Log cabin	Village

4. Underline the correct answer. Indian children attend school for:

9 years 12 years 3-4 years

5. Circle those types of schools found in India:

a. outdoor schools b. log cabins c. mud huts

6. Underline the subjects that are taught in Indian schools:

a. reading b. trades c. flower arranging

7. Underline India:

8. Circle two physical features of India:

a. deserts b. mountains c. volcanic island d. tropical forest

9. Underline those occupations that are major ones in India:

a. fishing b. farming c. shipbuilding d. factory workers

10. Circle those foods that make up a normal Indian meal:

a. peas b. steak c. grains d. ice cream e. chicken

f. curry

Unit Title: JAPAN

I. Unit Overview: The study of Japan and its people will give our children a chance to compare the Japanese life style with their own. Comparisons will be drawn from the following areas: Home life (family, respect for parents, clothing, and food), school, types of industry, culture, and the geography of the land.

By studying these areas the children will gain an appreciation and a better knowledge of their own life style while gaining respect and understanding of different modes of living.

The subject is designed to learning more about oneself and family. The study of the Japanese people will lend itself to that point.

II. Unit Content Outline:

A. Family
B. Cultures
C. School life
D. Geography
E. Occupations and Industries
F. Food

III. Unit Objectives: At the end of the unit the student will be able to:

1. Describe the roles of Japanese mothers and fathers.
2. Demonstrate the special ways Japanese children have of showing honor and respect to others.
3. Recognize that each member of a family has a responsibility to the whole family.
4. Identify several special Japanese holidays.
5. Identify the types of housing found in rural and urban Japan, describe the flexibility of a Japanese house, and define tokonoma.
6. Describe the school life of a Japanese child.
7. Distinguish Japanese clothing from the clothing of other countries.
8. Identify the geographical features special to Japan.
9. Identify the major industries of Japan and describe the occupations associated with the major industries of Japan.
10. Describe a typical meal of a Japanese family.

IV. Unit Description:

Unit Objective #1: The student will describe the roles of Japanese mothers and fathers.

A. Criterion-Referenced Objective:
   1. Given a list of adult responsibilities, the student will be able to match each responsiblilty with either the word mother or father.

B. Learning Activities:

The text, Families and Social Needs, provides several pages on parent's roles in the family. These two pages should be discussed in detail. Comparisons should be made between American and Japanese men and women.

Have the children make a list on the blackboard of jobs and responsibilities that adults anywhere can have. Let this be the basis to make the point that all adults have some responsibility in life.

C. Materials:

1. Two filmstrips may have some value for this activity.
   a. The People of Japan
   b. Responsibility

Unit Objective #2: The student will demonstrate the special ways Japanese children have of showing honor and respect to others.

A. Criterion-Referenced Objective:

1. Given the opportunity to role play, the student will be able to demonstrate at least two ways by which Japanese children are taught to show respect.

B. Learning Activities:

Page 59 of the text deals with manners of the Japanese. Discuss the importance of good manners. Talk about table manners, manners of courtesy, and the difference in manners between the Japanese and Americans.

Have children role play to show both Japanese and American ways of showing good manners.

C. Materials: None

Unit Objective #3: The student will recognize that each member of a family has a responsibility to the whole family.

A. Criterion-Referenced Objective:

1. Given a list of family members and a list of responsibilities the student will be able to match the family member with his responsibility.

B. Learning Activities:

The children should make a list on the blackboard of responsibilities that they have in their home. Compare this list with what Japanese children are responsible for.

Review the adult responsibilities for each country.

Show the filmstrip, Working Together in the Family.

C. Materials:

1. Filmstrip, projector and screen.

Unit Objective #4: The student will identify several special Japanese holidays.

A. Criterion-Referenced Objective:
   1. Given a list of four holidays the child will be able to underline the two holidays that have special meaning to the Japanese.

B. Learning Activities:
   Discuss page 60 of the text which deals with two special holidays for children. After a thorough discussion of boy's and girl's day, have the boys make a kite to resemble a fish for the holiday. The girls can be making simple dolls for the girls day celebration.
   Set aside a special time when kites and dolls will be displayed.

C. Materials:
   1. construction paper
   2. crayons
   3. string
   4. scrap material and yarn
   5. empty paper rolls from toilet paper and wax paper containers

Unit Objective #5: The student will identify the types of housing found in rural and urban Japan, describe the flexibility of a Japanese house, and define tokonoma.

A. Criterion-Referenced Objectives:
   1. Given the two terms Village and City, the student will be able to match a type of housing found in either a village or city having been given a list of types of housing.
   2. Given five choices the child will be able to underline three ways by which a Japanese foom can be used.
   3. Given five items the student will be able to underline three items that are found in the tokonoma.

B. Learning Activities:
   Pages 75 through 80 goes into great detail on the various styles of housing found in urban and rural areas of Japan. Compare and contrast the Japanese modes of living with those in America. A filmstrip called, Village Life in Japan, should be shown here.
   Japanese homes are multi-purpose. Discuss the various ways the rooms may be used.
   Using a corner or a spot in the room construct a tokonoma. Children should make newspaper mats to go into the room. This room could be used for the Japanese tea ceremony.

C. Materials:
   1. Filmstrip
   2. Roll of brown paper
   3. Paints and crayons

Unit Objective #6: The student will describe the school life of a Japanese child.

A. Criterion-Referenced Objectives:
   1. Given proper instruction and practice the student will be able to draw two characters from the Japanese alphabet.
   2. Given three choices the child will be able to correctly choose the choice that correctly reflects the number of years that Japanese children must attend school.
   3. Given the necessary materials the student will be able to construct and manipulate an abacus.

B. Learning Activities:
   The children by reading through text pages 107-113 will gain an understanding of school life in Japan. Through discussion the children will be able to compare and constrast Japanese schools with American schools.
   The children will learn some basic symbols of the Japanese alphabet. The children will also be making an abacus in order to understand how Japanese children do math.
   Some simple Japanese words will be taught to the children through the use of a pictionary. A pictionary is a booklet of Japanese words printed with the definitions for the children. The children have space by each word and definition in order to make an illustration of each word.

C. Materials:
   1. abacus
      a. string
      b. scrapwood
      c. bottle caps
   2. Paper
   3. Crayons

Unit Objective #7: The student will distinguish Japanese clothing from the clothing of other countries.

A. Criterion-Referenced Objective:
   1. Given several pictures of clothing from different countries, the student will be able to pick out the clothing that is Japanese.

B. Learning Activities:
   A small station will be set up on the bulletin board with costumes of people from several different countries. (Costumes will be shown from the countries that we will be studying throughout the year.) The children will compare pictures from the text in order to distinguish Japanese clothing from that of other countries.

C. Materials:
   1. Pictures of clothing from various countries.

Unit Objective #8: The student will identify the geographical features special to Japan.

A. Criterion-Referenced Objectives:
1. Given drawings of three countries, the student will be able to pick out the drawing that represents the country of Japan.
2. Given a list of four geographical features the student will be able to circle two geographical features that are special to Japan.

B. Learning Activities:

Using globes and maps the children will be able to distinguish that Japan consists of several islands. Individual maps of Japan will be passed out in order that the children know and can distinguish the physical shape of Japan from the physical shapes of other countries.

A relief map will be used to show the physical features such as the mountainous areas of Japan expecially Mt. Fujiyama.

Time permitting in the unit a salt and flour relief map will be made by the children to reinforce all of the above mentioned activities.

C. Materials:
1. Maps
2. Cardboard
3. Salt and flour

Unit Objective #9: The student will identify the major industries of Japan and describe the occupations associated with the major industries of Japan.

A. Criterion-Referenced Objectives:
1. Given a list of six industries the student will be able to circle the three main industries of Japan.
2. Given a list of six occupations the student will be able to match them with the industry they relate to.
3. Given several tools the student will be able to match the tools with the occupation they would be used in.

B. Learning Activities:

Using text page 54 a beginning study of Japanese industry can be started. The children should illustrate these main occupations and industries. Their work should be put on display.

A comparison should be made about similar occupations in America. The children should be able to associate ship-building with some basic occupations such as welders, carpenters, electricians, mechanics, etc. Other main industries should be developed in a like manner.

A teacher's collection of equipment such as tools and costumes of various occupations should be gathered. A well developed collection of apparatus can be used in role-play situations.

C. Materials:
1. Begin a collection of tools and costumes for role-play.

Unit Objective #10: The student will describe a typical meal of a Japanese family.

A. Criterion-Referenced Objective:
1. Given a list of six foods the student will be able to pick out at least three foods that are found in a typical Japanese meal.

B. Learning Activities:
As a culminating activity the children will eat a typical Japanese meal. Try to coordinate this activity through the cafeteria staff.
Each child will make a set of chop sticks. 3/16" wooden dowels can be shaped very easily with sandpaper into a workable form of chopsticks. The meal should consist of tea, rice, a vegetable, and fish.

C. Materials:
1. 3/16" dowels
2. medium and fine sandpaper

POST TEST

1. Draw a line from a responsibility to the word "mother" or "father".

	Responsibilities
Mother	a. earn a living for their family
	b. taking care of home but can have a job outside the home
Father	c. usually makes big decisions
	d. making the beds at night

2. Draw a line from the family member to his or her responsibility.

Father	a. helps make the bed at night
Mother	b. teaches the tea ceremony
Children	c. makes most family decisions

3. Circle the two holidays that are celebrated in Japan:

a. rice day b. boy's day c. tokonoma day d. girl's day

4. Draw a line from the words Village and City to the types of housing found there:

Village	Apartment houses
City	Small, cheaply built homes

5. Underline the three ways a Japanese room may be used as:

a. a garage b. a dining room c. a living room
d. a den e. a bedroom

6. Underline three phases that describe tokonoma:

a. a special spot b. has two chairs c. has a flower arrangement
d. a scroll hangs on the wall e. a radio is in the room

7. Draw two characters from the Japanese alphabet.

8. Japanese children must attend school for _____ years.

a. 6 b. 9 c. 12

9. Underline Japan from the three choices.

10. Circle two features that are found in Japan.

a. mountains b. deserts c. volcanic islands

d. forests

11. Circle three industries that are important to the Japanese people:

a. shipbuilding b. ranching c. fishing

d. textiles e. wheat farming f. corn farming

12. Draw a line from an industry to an occupation found in the industry:

Shipbuilding	welder
	seamstress
Fishing	carpenter
	sailor
Textiles	weaver
	navigator

13. Match the tools with an occupation by drawing a line from the tool to the occupation.

Torch	Navigator
Sewing machine	Welder
Looms	Seamstress
Compass	Weaver

14. Circle three foods that are found in the regular diet of the Japanese:

a. rice b. corn c. fish

d. green vegetables e. steak f. tea

Unit Title: JOBS OUR PARENTS DO

I. Unit Overview: A child's closest contact usually is with his parents. However, many children have no idea exactly what type of work their parents do nor the requirements for their parents work. Thus, the study of different job types can make the parents of our students our greatest classroom resource.

A survey could be made by the children of the types of work their parents or guardian do. These people could then be invited into the classroom to speak about their jobs.

For example, a unit on the community could lead to parents who work in stores in the community coming to speak about their work. They could wear their work uniform and bring (if possible) a sample of their shops product. This could then be extended into a visit to different shops and discussions about the stores similarities and differences. Follow up discussions about who works, the value of work and the importance of quality in work could then be developed.

Thus, the children would not only become better acquainted with their own parents work but would become knowledgable about the work and work attitudes of others in their community.

II. Unit Content Outline:

A. Jobs our parents do
   1. varies with the class
B. Job qualifications
   1. different jobs require different qualifications
C. Work produces products for society
D. "All" people do some type of work
E. Work has value
F. The quality of the work is important

III. Unit Objectives:

1. Children will be able to identify the variety of jobs available.
2. Children will be able to draw or list some of the qualifications necessary for the jobs they encounter.
3. Children will compare their prior understanding of how a specific product is produced to the actual item produced.
4. Children will recognize and cite evidence that everyone has work.
5. Children will recognize that work has value.
6. Children will recognize and cite evidence for the fact that the quality of work is important.

IV. Unit Description:

Unit Objective #1: Children will be able to identify the variety of jobs available.

A. Criterion-Referenced Objective:
1. Given specific questions to ask, the students will be able to interview his parents as to what type of jobs they do.

B. Learning Activities:
1. Using a list of teacher supplied questions the students will interview their parents about their work.
2. The children can find out how many parents have the same kinds of jobs.
3. The children can interview each other to find out if any parents work at the same company.
4. Make a line graph of how many parents do the same kinds of jobs.
5. Find books related to the occupations held by the parents and set up a classroom library.
6. Invite parents into the classroom to discuss their occupations.

C. Materials:
1. A letter to be sent home explaining the reason for the interview and asking parental cooperation.
2. Line graph paper

Unit Objective #2: Children will be able to draw or list the qualifications necessary for the jobs they hear or read about.

A. Criterion-Referenced Objectives:
1. The student will be able to list three requirements necessary for the job he has heard or read about.
2. The student will be able to write a short paragraph describing the job and at least three of its duties.
3. Given a specific job the student will be able to state at least two products or services produced by the job.

B. Learning Activities:
1. Develop a classroom library around a particular occupation. This should be changed with each occupation studied.
2. The teacher gives the children a ditto sheet of riddles about occupations they have studied. The children are then asked to write answers or draw pictures to show the occupations.
3. Children can play a guessing game by having one child stand and pretend to do a specific job. The other children then try to guess what the job is by the actions being shown.

4. Have a child stand and think of a particular job. He then describes what he does and wears without mentioning what the job is. The other children must guess his occupation.
5. Show a filmstrip related to a particular occupation the children have been studying.
6. Have the children draw a picture of some type of work and list the goods or services produced by this work.

C. Materials:
1. Ditto a paper of riddles, (supplied by the teacher) describing occupations the children have studied.
2. Drawing paper
3. Pencils
4. Library books, on the child's level, concerning the occupations being studied.
5. Any occupational filmstrips that might tie in with the curriculum.

Unit Objective #3: Children will compare their understanding of how a specific product is produced to be actual item produced.

A. Criterion-Referenced Objectives:
1. Given a specific job the child will be able to state three products or services coming from that job.
2. Given a specific product the student will be able to state which job or combination of jobs helped to produce the product.
3. Shown pictures of tools used in occupations the student will determine what the occupation is and what products or services are produced.

B. Learning Activities:
1. Children are told specific occupations and each child is asked to state, list or draw three items or services provided. The papers are collected and the various goods or services are written on the board under the name of the occupation with which they correlate. A line graph can then be made showing how many products the children thought of for each occupation. This activity will serve to reinforce their knowledge of occupations and to provide practice in graphing.
2. Give each child a 5 x 8 card and an occupation. Ask them to draw a picture of a tool used for that occupation on the card. Collect the cards. You can now use them to play occupational card games. After placing the cards in the middle of a table each child, taking his turn, turns over the top card. He must then tell what occupation the tool is connected with. If he does, he gets to keep the card. At the end of the game the child holding the most occupational tool cards is declared the winner.

3. A variation of occupational Musical Chairs can be played using the tool cards. Using five chairs, one for each child, place an upside-down tool card on each chair. Play a song, when the music stops the child must tell with what occupation or product their tool card is connected. Continue the game until all cards have been used. The child holding the most tool cards at the end of the game is declared the winner.

Unit Objective #4: Children will identify the fact that everyone has work.

A. Criterion-Referenced Objectives:
   1. Given a specific category of people the student will be able to state what type of work they do. Example: Firemen help save property and lives by putting out fires.
   2. Given a specific animal found in nature the children will be able to tell about their "work". Example: The different jobs to be found in a bee hive and how the bees parcel out their work.

B. Learning Activities:
   1. Read books in which people do work.
   2. Read books in which animals do work.
   3. Read fun books where animals do human type work.
   4. Discuss and list the jobs the children do at home.
   5. Invite in a mother who works at home to tell about her day. Make a list of all the things she does. Discuss what would happen if no one did them or if mother decided to quit working for the family.
   6. Hold an informal discussion mentioning the jobs done by the children at school.

C. Materials:
   1. Library books on people or animals doing work.
   2. A homeroom mother as a resource person.

Unit Objective #5: Children will recognize that work has value.

A. Criterion-Referenced Objective:
   1. The student will be able to write a story listing four things that might effect them if there were no policemen or bankers or auto mechanics or astronauts or doctors etc.

B. Learning Activities:
   1. Make a job list for the classroom. Try to get the habitual non-volunteers interested as the unit progresses.
   2. Have the children write a story on why they think their mother's or father's job is important.
   3. Talk about what is important with their own jobs at school and at home.

4. Read poems about specific occupations or about people doing work.
5. Illustrate a poem involving an occupation. Example: My Policeman or The Dentist by Rose Tyleman in the book A Time for Poetry by May Hill Arbuthnot.
6. Take turns picking a job and imagining what would happen to our world if that job became extinct for a day.
7. Try to imagine jobs of the future and make a list of what they might be.
8. Discuss how valuable a mother's job is if she works in the home.

Unit Objective #6: Children will recognize and cite evidence for the fact that the quality of work counts.

A. Criterion-Referenced Objectives:
1. Given two articles of clothing, one of good construction and one shoddily made, the student will be able to state his reasons for purchasing or not purchasing the articles.
2. Given a specific assignment the student, by the end of the unit, will be more conscious of the quality of his own work. Acceptability to be determined by the teacher.

B. Learning Activities:
1. The children are divided into small size working groups and given a puzzle to construct or something to build. Each group is then given a different time limit for the activity. At the end of each time limit the article is collected. When all have been collected lead a discussion about the quality of construction. See if there is any relationship between haste and poor construction. Decide which would be the best to buy on the basis of construction.
2. Discuss the life-span of products i.e. cars approximately three years. Have the children tell how long their toys last and how they break.
3. Talk about how to look for quality construction.
4. Have the children sew two hand puppets. On one, use very long loose stitches and on the other use short tight stitches. See which lasts the longest.
5. Have the children review some of their recent written work and upgrade its quality.
6. Discuss how to improve our own papers, assignments and jobs.

C. Materials:
1. Cloth for making puppets
2. needles
3. thread
4. 4-5 puzzles

D. Evaluation: A test can be made up using riddles to judge the knowledge of the students concerning various jobs and the tools necessary for each job. For example: I provide a service. I help save lives and property. In my work I use a hose, truck, ladder and an ax. Who am I? (answer-fireman). These riddles would be based upon the type of work the parents as resource people discussed during class.

Evaluation can also be made by observance of the children as they play the occupational musical chairs game. Also the unit can be personally evaluated by observance of your own class's work habits. Has the quality of work improved? Do the children value their work? Do they find it meaningful for the present and future?

Thus, the evaluation of this unit is one of observance and actual improvement of the child's work.

RELATED MATERIALS:

1. Arbuthnot, Mary Hill; A Time for Poetry, Scott, Foresman and Co., 1951.
2. Baker, Eugene, I Want to be a _____ series; Children's Press, 1969.
3. Branley, Franklyn M.; A Book of Astronauts for You, Crowell, 1963, 629.4.
4. Buckheimer, Naomi; Let's Go to a Post Office, Putnam, 1964, 383.
5. Butler, Roger; Let's Go to an Automobile Factory, Putnam, 1961, 629.2.
6. Chapin, Cynthia; Squad Car SS, Witnam, 1966, 352.
7. Green, Carla; I Want to be a _____series, Children's Press, Inc.
8. Hefflefinger, Jane; At the Pet Hospital, Melmont, 1964, 363.098.
9. Hoffman, Elaine; About Family Helpers, Melmont, 1965, 301.42.
10. Hoffman, Elaine; About Friendly Helpers Around Town, Melmont, 1967, 331.7.
11. Hoffman, Elaine, About Helpers Who Work at Night, Melmont, 1963, 331.7.
12. Wilkinson, Jean; Come to Work with us in _____ series, Sextant Systems, 1970.

FILMSTRIPS:

1. Community Workers and Helpers, Group I; Society for Visual Education; Kit-301.4
2. Community Workers and Helpers, Group II; Society for Visual Education; Kit-301.4
3. Family Members Work; Society for Visual Education; FS-301.42
4. Fathers Work Series; New York, Filmkare Products Co., FS-331.7
5. Mothers Work Too Series; New York, Filmkare Products Co., FS-331.7

Unit Title: LOCAL AND GLOBAL COMMUNICATION AND TRANSPORTATION

I. Unit Overview: Pupils will identify and discover why some local and global careers are located in specific localities because of geographical boundaries. Pupils will report on and compare these careers with those occurring in any location. Pupils will relate self, as an "A" Person, as to how these careers may effect their future.

II. Unit Content Outline:
1. Identify careers and types of jobs as:
   a. Local and Global
   b. Geographically controlled careers
   c. Importance of these careers to work people do
2. Report and compare:
   a. Local
   b. Global
   c. Geographically controlled careers
3. Select and relate:
   Pupils will choose a career and through the eyes of an "A" Person use his reports to:
   a. Illustrate
   b. Dramatize
   c. Conclude
   just how he is related to the careers in subject fields and how it might effect his future.

III. Unit Objectives:
1. To identify careers in communication and transportation.
2. To relate self and an "A" Person to these careers:
   a. How do these careers effect me?
   b. How do I learn more about them?
   c. How will I know which to choose?
3. To discover that some careers exist because of geographic boundaries and other careers exist that have no boundaries.
4. To select careers from each subject field and:
   a. Prepare oral and written reports
   b. Compare the careers in these reports as to geographic nature.
   c. To relate how a career of either kind might effect the future of the pupil.

IV. Unit Description:

Unit Objective #1: To identify, select, list, and relate self to local and global careers and discover that some careers exist because of geographic boundaries.

A. Criterion-Referenced Objective:
   1. Pupils will be able to identify, at least six, careers by looking at a selection of pictures showing workers performing specific tasks identified with careers in the subject field. Teacher will judge acceptability.

B. Learning Activities: Social Studies-Geography
   1. Pupils will select six pictures, from a larger group, and be able to identify them to careers in communication and transportation, both local and global, and tell why they belong to this career cluster.
   2. Teacher will select appropriate field trips.

C. Materials:
   1. Peabody Language Development Kits, Level #2, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota, 55014
   2. Dennison Bulleting Board Aids, Transportation, Communication Helpers, Dennison Manufacturing Co., Framingham, Mass, U.S.A.
   3. Language Experiences in Reading, Van Allen, Roach, and Allen, Claryce. Encyclopedia Britannica Press, Chicago, Ill. 1970.
   4. Children of Foreign Lands, Mimeograph Series, Continental Press. Elizabethtown, Pennsylvania.
   5. Teacher's Person Collections
   6. Library Collections of Picture-Story Study Prints in subject field.
   7. Outline Maps, The World, Western Hemisphere, Hayes School Publishing Co., Inc., Wickinsburg, Pa.

Unit Objective #2: To identify, select, list and relate self to local and global careers in communication and transportation and discover that some careers exist because of geographical boundaries.

A. Criterion-Referenced Objective:
   1. Pupil will be able to relate self as an "A" Person by discussing his selection of pictures and answering the following questions (or similar ones).
      a. How do these careers effect me?
      b. How do I learn about them?
      c. How do I know which to choose?
      d. If I do now like the first job I get, will I be able to try a different job?

   Acceptability will be judged by teacher.

B. Learning Activities: Oral Language
   1. Pupil select six pictures in subject field.
   2. Pupil discusses pictures with teacher and class.
   3. After discussion, pupil chooses the one career he is most interested in, and projects himself into the career by doing a research project on the career and sharing his information as a report or an activity with the class.
   4. Teacher will select appropriate field trips.

Unit Objective #3: To identify, select, and list and relate self to local and global careers in communication and transportation and discover that some careers exist because of geographical boundaries.

A. Criterion-Referenced Objectives:
   1. Pupil will be able to explain, by the use of outline maps of Delaware and the globe, why some careers occur in specific locations because of existing geographical features. Teacher will judge acceptability.

B. Learning Activities: Social Studies-Geography
   1. Pupil will study outline maps of Delaware and the globe and locate the localities, as nearly as possibly, of the six careers they chose.
   2. Pupil will study globe in order to locate the global careers.

C. Materials: Same as listed for first Unit Objective.
   1. Outline maps of state of Delaware, United States, North America, and globe.
   2. Globes of the world.
   3. Writing materials, i.e. crayons, magic markers, pens, etc. to mark maps.

Unit Objective #4: To identify, select, list and relate self to local and global careers in communication and transportation and discover that some careers exist because of geographical boundaries.

A. Criterion-Referenced Objective:
   1. Pupil will list the characteristics and describe the one career he has chosen from the original six careers. This will be accomplished by illustrating, dramatizing, performing musical activities or games, and through oral or written reports or projects. Teacher will judge acceptability.

B. Learning Activities: Language Arts, Music, Drama, Physical Education
   1. Pupil will choose at least two or more activities:
      a. Illustrate chosen career in some form or art.
      b. Report orally or in writing.
      c. Dramatize duties of career chosen.
      d. Plan, prepare, and present:
         1. games
         2. songs
         3. puppet show
   2. Details are as follows:

      The pupil will select six pictures relating to the subject from a series of pictures on careers. He will identify the job the worker is doing to the career. (A) requirement is that he picks at least two jobs from each field. (B) is that he picks both local

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and global careers. (C) he will tell briefly why the jobs he picked belong to the career cluster of communication or transportation.

Pictures may be chosen from teacher's collection, library collections, or some of the following may be used:

1. fireman
2. nurse
3. doctor
4. milkman (mobile truck)
5. school bus driver
6. traffic or patrol policeman (police car)
7. freight train (engineer)
8. steamship (captain or mates)
9. jet passenger or freight plane (pilot)
10. helicopter (pilot)
11. taxicab (cab driver)
12. streetcar (conductor)
13. tugboat (pilot)
14. tractor trailer, deisels (drivers)
15. bus (local; inter-city and inter-state) drivers

Pupils relate self, as an "A" Person, by discussing his choice of pictures and answering questions similar to these:

a. How do these six careers effect me?
b. How do I learn about them?
c. How do I know which to choose?
d. May I change jobs if I am not satisfied with my first choice?

Example answers:

"I chose these jobs because my father or some of my neighbors and friends do them. I know something about them and I believe I would like to try one or more of them when I grow up. I think I can find more about them from my teacher, by getting books and information from the library. I can possibly visit some of the places these jobs are located, or if it is a global job, I can watch some movies and look at some film strips. And I will be able to find out if I can try more than one kind of job."

Following discussion and answer period, pupil will choose the one career he is most interested in and relate himself to that job by doing a "mini-research" project and sharing this with the class by a report or some activity of his choice.

Map Study:

By the use of outline maps of the local state, Delaware in this case, and the United States, and the World, pupil will study and locate, as nearly

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as possible the approximate location of the six chosen careers. He will tell why the job has the location it has, and whether it depends on geographical boundaries.

Globe Study:

An introduction to the globe is appropriate:
Have the pupil locate his two global careers.
OUTLINE MAPS ARE INCLUDED IN UNIT.
GLOBES WILL BE SELECTED FROM SOCIAL STUDIES LAB.
Pupil will relate self, as an "A" Person, to career he has chosen by making a list of the special characteristics of job. He will choose two activities:

a. Illustrate by coloring a picture, or drawing a picture of himself as our "A" Person, performing the task.
b. Write a report giving enough information to describe the job so the other pupils will have some general knowledge of this particular job.
c. Put on a skit, acting out the duties of the job.
d. Make up a game related to the job. Make up or learn a song about the job and teach it to the class. Write and present a puppet show about the job.

Teacher will select appropriate field trips.

C. Materials: Same as listed for first Unit Objective.
1. Puppets
2. Puppet stage
3. Song books
4. Art Materials
5. Reference books
6. Outline maps, The World, Western Hemisphere, Hayes School Publishing Co., Inc. Wickins Burg, PA.

Unit Title: MAIN STREET, U.S.A.

I. Unit Overview: The purpose of this unit is to make the child aware that each family is dependent upon different workers in the community to provide needs, goods, and services. The first unit objective deals with different types of stores, what is sold there, and some of the kinds of workers who work there. The second unit objective gives one example of how people are interdependent by making the child aware of some of the people who help us with those things that need to be repaired. The third unit objective shows the benefits of shared responsibilities and specialization by demonstrating the work that goes on in a supermarket and smaller food stores. The fourth unit objective makes the child more aware of some of the special services offered in the community. It is hoped that by using some of the referenced pages in "Greenfield, U.S.A." and doing some of the learning activities the child will become more familiar with some of the careers related to this unit.

II. Unit Content Outline: This unit should make the child more aware of the activities and usefulness of the following workers:

A. Unit Objective 1:
   1. stock boy
   2. store cashiers
   3. store salesmen
   4. factory workers

B. Unit Objective 2:
   1. shoe repairman
   2. shoe shine boy
   3. auto body repariman
   4. auto mechanic
   5. radio and T.V. repairman

C. Unit Objective 3:
   1. meat cutter
   2. baker
   3. store cashiers
   4. stock boy
   5. store manager

D. Unit Objective 4:
   1. librarian
   2. teacher
   3. museum guide
   4. lifeguard
   5. zookeeper
   6. recreation leader

III. Unit Objectives:

1. The child will be able to identify and describe different types of places in a community where goods are sold.
2. The children will be able to classify and illustrate some different ways people help one another in a community by fixing things.
3. The children will be able to describe the various types of workers and services offered in a supermarket and various food stores.
4. The child should be able to identify some various services offered in a community.

IV. Unit Description:

Unit Objective #1: The child will be able to identify and describe different types of places in a community where goods are sold.

A. Criterion-Referenced Objectives:
   1. The student will be able to collect and organize various materials and put them into groups which could be bought at the same type of store.
   2. The child should be able to illustrate six different shops in a community.
   3. The student should be able to list six different objects which could be sold in a particular store.

B. Learning Activities:
   1. Draw a picture of the family's shopping area.
   2. Collect and display, with appropriate headings, pictures of shopping areas in different types of communities.
   3. Do a report on the stores which serve families in their communities.
   4. Have the children collect pictures of stores that specialize in one kind of merchandise.
   5. Have the class write and illustrate stories about an individual experience in buying clothes.
   6. Have the children do a short report on what is sold in each store.
   7. Have children bring in something and let the children guess what store the article came from.
   8. Make models of stores with shoeboxes or pieces of cardboard.
   9. Design a model business community putting stores together along a small scale, "Main Street".
   10. Visit a main business street of a town.
   11. Have the children make a scrapbook of the different sections of a department store.
   12. Arrange for a class trip to a specialty shop.
   13. Have the students make a mural of different types of stores.
   14. Let the children draw a map of a community shopping area.

15. Read and discuss from "Greenfield U.S.A." pages 10-17, 34-42.
16. Discuss the job of stock boys, to cashiers, salesman and factory workers who all work toward the production and sale of the same object.
17. Discuss and illustrate different types of factory workers who produce articles for stores.
18. Make a mural showing workers who helped with a particular object's production and sale.
19. Have the children pretend to be a salesman. They could try to sell a particular object to the class.
20. Make a list of specialty stores. Discuss how they are different from each other and what special job duties a person in that store would have.
21. Have children pantomine different activities of salesmen. Have the children guess what kind of salesman they are supposed to be.
22. Discuss assembly line production.
23. Have a demonstration of assembly line production in the class.
24. Invite a storekeeper to visit the class.
25. Design a class book of the children's illustrated stories about shopping services in the community.
26. Read and discuss in "Living Together in the Neighborhood" pages 129-146.
27. Read and discuss in "Communities and Social Needs" pages 5-9.

C. Materials:
1. crayons
2. drawing paper, pencils, rulers
3. paste, tagboard
4. shoeboxes
5. map materials
6. bibliography and reference materials

Unit Objective #2: The children will be able to classify and illustrate some different ways people help one another in a community by fixing things.

A. Criterion-Referenced Objectives:
1. The child will be able to dramatize the work of three different people who fix things.
2. The student will be able to name and illustrate six different tools used in fixing things.
3. The child will be able to list five different things which would normally need a skilled person to fix it.

B. Learning Activities:
1. Have the class write and illustrate an account of garage services.
2. Bring in some tools to show what may be needed in car repair.
3. Have the children discuss and demonstrate how to shine shoes.

4. Have the children shine each others shoes.
5. Demonstrate a "spit shine".
6. Arrange for a display of things commonly found in a home or in a classroom. Put them under two headings, "Those That Have Been Neglected". Discuss ways to repair them. Discuss who might be able to repair them.
7. Have the children try to find things that are broken in the room. The children could then see who could fix them.
8. Make a list of things that are in school which should be fixed by professionals.
9. Have the children list services performed for them the past week.
10. Show pictures of repairmen and have the children tell what the repairman's job is.
11. Have a child bring something in that is broken and have them fix it. Let the children discuss when a professional may be needed to fix it.
12. Do a report about a repairman.
13. Discuss the job of an auto mechanic versus an auto body repairman.
14. Have the children discuss jobs of shoe repairmen, watch repairmen and shoe shine boys.
15. Bring in objects or tools that can be used in fixing things.
16. Make a list or chart of those people who fix things.
17. Read and discuss in "Greenfield U.S.A." pages 15-22.
18. Have advanced students use the yellow pages of the phone book to compile a list of those who fix things.

C. Materials:
1. shoeshine kit
2. bibliography and reference materials
3. specific tools
4. tagboard
5. paste
6. crayons, paints
7. drawing paper, pencils, rulers

Unit Objective #3: The children will be able to describe the various types of workers and services offered in a supermarket and various food stores.

A. Criterion-Referenced Objectives:
1. The child will be able to pantomine different workers in a supermarket.
2. The child will be able to list at least six different sections in a supermarket.
3. The child will be able to compare and contrast the supermarket with other types of food stores.

B. Learning Activities:
1. Have the children make a mural showing the different departments or sections of a supermarket.
2. Have the children set up a "mine" supermarket in a classroom.
3. Let the children pantomine different workers in a supermarket. Have the other children guess what worker they are pantomining.
4. List the various jobs and duties of people in a supermarket. Let the children discuss how they are all important.
5. Let the children illustrate different workers at their jobs in a food store.
6. Have the children discuss differences between a supermarket and a smaller food store or specialty shop.
7. Bring in empty boxes or cans of things sold in food stores. Have the children guess what section of the store it may be sold in.
8. Have the children form committees to collect and arrange for an exhibit of the various kinds of food wrappings and containers used in a store to protect and preserve food.
9. Design a model shopping center of food stores.
10. Read and discuss "Greenfield U.S.A." pages 23-33.
11. Have the children go through a pretend check-out counter at a supermarket.
12. Have the children do short reports on such stores as a candy store, a fish market, an ice cream store, a bakery and a vegetable market. Let them include in their report the kind of work that has to be done in each place.
13. Let the children illustrate the job of a meat cutter.

C. Materials:
1. mural paper
2. bibliography and reference materials
3. various food wrappings and containers
4. drawing paper, crayons, paste
5. cardboard boxes

Unit Objective #4: The children should be able to identify some various services offered in a community.

A. Criterion-Referenced Objectives:
1. The child should be able to match various pictures of government workers in their uniforms with the services they do.
2. The child should be able to draw a particular building and write about the services offered by those who work there.
3. The child will be able to illustrate ways in which people have fun individually or in a group as a result of government services.

B. Learning Activities:

1. Discuss and list various government workers.
2. Discuss some of the various job duties of government workers.
3. Do a short report about a government worker.
4. Have the children collect photographs of places in your community where they can have fun. Discuss with the children how many are run by people who work for the government.
5. Make a list of local community playgrounds and recreation areas.
6. Have the children make a list of various things a playground director does.
7. Make a mural depicting fun things done in recreational programs.
8. Have the children make a booklet of government workers and a caption of what he does.
9. Have the children write a story about what it is like to be a librarian.
10. Read and discuss in "Greenfield U.S.A." pages 124-127, and 156-159.
11. Let the children make a map of their community and mark where there are recreation areas.
12. Discuss and write about the job of a lifeguard.
13. Draw pictures of places built by the government of your community.
14. Make a picture book of different people who are employed by the government and under the picture describe the job that he does.
15. Draw a picture of a person the child believes offers an important service to his community.
16. Read and discuss in "Living Together In the Neighborhood" pages 5-50.

C. Materials:

1. various needed photographs
2. drawing paper
3. paints, crayons
4. paste, pencils, rulers
5. bibliography and reference materials

Unit Title: PLACES TO STAY AND EAT

I. Unit Overview: Having gone through the units on getting ready to take a vacation by transportation the children, in this unit, will discuss different types of places that they can stay on vacations, and different ways of having meals while on vacation. A part of this unit also will deal with nutrition and why it is important to eat the right kinds of food. The students will finish their "Imaginary Trip Notebook" including ideas covered in this unit. This unit will take approximately four weeks.

II. Unit Content Outline:

A. Places to Stay
   1. Motels and Hotels
      a. definition
      b. likenesses and differences
   2. Campgrounds
      a. compared and contrasted to Hotels and Motels
      b. taking care of the environment (ecology)

B. Places to Eat
   1. Kinds
      a. quick service (Gino's, MacDonald's)
      b. restaurant
      c. grocery store-prepare food yourself
   2. Nutrition

III. Unit Objectives:

1. The students will compare and contrast motels and hotels.
2. The students will compare and contrast formal types of temporary living with camping.
3. The students will understand the importance of ecology for campers.
4. The students will recognize that many different kinds of food make up a balanced diet.
5. The students will compare and contrast restaurant and grocery store meals.
6. The student will finish their "Imaginary Trip Notebook" and hand it in to the teacher.

IV. Unit Description:

Unit Objective #1: The students will compare and contrast motels and hotels.

A. Criterion-Referenced Objectives:
   1. The student will write a letter to a hotel or motel in one of the resort areas he is familiar with requesting information. Acceptability will be determined by instructor.

2. After visiting a hotel and motel, the student will use the facts from a class experience story to list three differences between motels and hotels.
3. In groups, the student will role-play scenes at a hotel and a motel. Acceptability will be determined by classmates.
4. The student will write a paragraph explaining what hotels and motels are. Acceptability will be determined by the instructor.

B. Learning Activities:
1. Lesson on letter writing. Stories on hotels, motels.
2. Field trip to Hotel DuPont and a motel. Class will dictate a class experience story.
3. Books on hotels, motels for class library.

C. Materials:
1. Books
2. Filmstrips
3. Picture-study prints
4. Brochures

Unit Objective #2: The students will compare and contrast more formal types of temporary living with camping.

A. Criterion-Referenced Objectives:
1. The student will draw a picture of a campground after listening to a story about camping.
2. Given a list of recreational activities, the child will circle appropriate to a campground.
3. After a parent who camps has talked to the students, each student will write a story about camping including these things: what you need to camp, why people like to camp, how camping is different from a motel or hotel.
4. The student will orally give two reasons why he would like to camp or why he would not like to camp.
5. The student will collect at least one picture of equipment for camping and these will be used to construct a chart of camping equipment.

B. Learning Activities:
1. Stories- Buzzy Bear Goes Camping, Dorothy Marino, First Camping Trip, C. B. Colby.
2. Ditto- (attached)
3. Resource person- Parent who camps will come to school and show equipment.
4. Class discussion on camping.
5. Magazines

C. Materials:
1. pictures from vertical file
2. books (in bibliography)

Unit Objective #3: The students will understand the importance of ecology for campers.

A. Criterion-Referenced Objectives:
   1. After viewing a filmstrip entitled "Pollution" the child will list five examples of pollution he has seen.
   2. In a group, the child will construct a collage of pictures of pollution and things that cause pollution.
   3. The child will list five things that he can do to stop pollution.
   4. The child will make and illustrate a booklet entitled "Things You Shouldn't Do While Camping", including five things having to do with the environment.
   5. Child will list five ways pollution affects wild life.
   6. The child will collect litter from the school yard and use it to make a bulletin board.
   7. After a conservationist has visited the classroom, the child will dictate a story to the teacher about what he learned.

B. Learning Activities:
   1. "Pollution", Troli Assoc. 1970. Read various books in bibliography during story-time.
   2. Filmstrips: "A Visit to the Pond", Encyclopedia Brittanica, "Saving Our Land", Troll Assoc., "The Dead Tree", Parents. (see biblipgraphy)
   3. Discussion on pollution.
   4. Role-play camping ground and things you shouldn't do.
   5. Show filmstrip "Saving Our Wildlife", Troll Assoc., "Wildlife Conservation", Budek Films Inc., Who Really Killed Cock Robin? George, Jean. (see bibliography)
   6. Trip around school grounds.
   7. Conservationist will come to school.

C. Materials:
   1. filmstrips
   2. books
   3. resource materials (listed in bibliography)

Unit Objective #4: The students will recognize the many different kinds of food which makes up a balanced diet.

A. Criterion-Referenced Objectives:
   1. The child will cut out pictures of foods and construct a class chart for each of the four food groups.
   2. The child will keep a record of food he eats for one week.
   3. The child will list the foods he has eaten in the four food groups for each day and compare this list to recommended allowances to see if he is eating balanced meals.
   4. The child will list at least five foods made from one basic food. (Such as foods made from potatoes)
   5. The child will prepare a balanced menu for one day.
   6. The child will identify the food group that each food in a class-made breakfast is a part of.

B. Learning Activities:
1. Show transparencies of four basic food groups. Filmstrips on four food groups. (see bibliography)
2. Ditto for one weeks menu (attached)
3. Lesson on deciding whether a given menu for one day is balanced.
4. Discuss different foods that come from one basic foods.
5. Lesson on Balancing Menu- game (teacher-made)
6. Prepare menu for breakfast is a part of.

C. Materials:
1. filmstrips
2. transparencies
3. books
4. magazines (see bibliography)

Unit Objective #5: The students will compare and contrast restaurants and grocery stores as places to buy meals.

A. Criterion-Referenced Objectives:
1. After listening to stories read by teacher, the child will list four differences in restaurants, quick service restaurants, and grocery stores with relationship to cost, preparation and time alloted to eat.
2. Given a specific amount of money to spend and lists of foods available the child will choose the best place for him to get a meal.
3. The child will write a paragraph telling about a specific food he has eaten at home and in a restaurant and explain which he liked best and why.
4. Given a menu from different restaurants the child will examine the platter he would choose, decide whether it is balanced, and give reasons for his decision.
5. After visiting a grocery store, the child will use the food purchased to prepare a meal.
6. The meal prepared in CRO #5 will be served by the child to other classmates. A "mock" restaurant will be set up with tablecloths, "menus", waitresses, cooks, waiters, cashiers, etc.

B. Learning Activities:
1. Read, I Want to be a Restaurant Owner by Carla Greene and I Know a Grocer by Lorraine Henroid. Prepare charts comparing different places to buy foods- (considering cost, preparation and time to eat)
2. Get menus from restaurants and price lists from grocery stores. Math unit on money taught before this unit.
3. Lesson on balanced meals. Use examples of meals to decide which are balanced.
4. Trip to grocery store. Teacher will assist children in making up a shopping list.
5. Set up a restaurant in the room. Children will make things needed.

C. Materials:
   1. books
   2. filmstrips (listed above in bibliography)
   3. Collect menus from restaurants. Children will make menus, tablecloths etc.

Unit Objective #6: The students will finish their "Imaginary Trip Notebook" and hand it in to the teacher.

A. Criterion-Referenced Objectives:
   1. The child will draw a picture of the place (or places) he will stay on his "Imaginary Trip".
   2. The child will write a paragraph about why they chose the place (or places) they chose giving consideration to cost, number of people going, destination, and time limits.
   3. The child write a story explaining where he will eat and give three reasons why he will eat in a certain kind of restaurant.

B. Learning Activities:
   1. Activities previously done in this unit.

C. Materials:
   1. Trip Notebook

D. Evaluation: This unit will be evaluated by administering the pre and post test attached. Throughout the unit evaluation will be done through projects and class discussions.

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A. Books:

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2. Aruego, Jose, Symbiosis: A Book of Unusual Friendships, Scribner, 1970.
3. Asimov, Isaac, ABC's of Edology, Walker, 1972.
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5. George, Jean Craighead, Who Really Killed Cock Robin? Dutton, 1971.
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7. Leaf, Munro, Who Cares? I Do, Lippincott, 1971.
8. Joffe, Joyce, Conservation, Natural History Press, 1969.
9. Tresselt, Alvin, The Dead Tree, Parents, 1972.

B. Filmstrips:

1. B.F.A., Trees in the Forest, 1970.
2. Budek Films Inc., Wildlife Conservation, 1968.
3. Children's Press, Conservation, 1969.
4. Encyclopedia Brittanica, A Visit to the Pond, 1968.
5. Troll Associates, Pollution, 1970.
6. Troll Associates, Saving Our Land, 1970.
7. Troll Associates, Saving Our Wildlife, 1970.

C. Resources:

1. U.S. Dept. of Agriculture
   Soil Conservation Service
   805 Newport Gap Pike
   Newport, DE 19804

PLACES TO STAY AND EAT

NAME _____ DATE _____

MATCH

_____ COSTS THE MOST

_____ HAS TREES AND ANIMALS

_____ RESTAURANT INSIDE

_____ HAS MORE THAN TWO FLOORS

_____ PARKING CLOSE TO YOUR ROOM

_____ BARBEQUE

_____ YOU TAKE YOUR OWN FOOD

_____ SHOWERS AND TOILETS INSIDE ROOM

_____ SWIMMING POOL

A. HOTEL

B. MOTEL

C. CAMPGROUND

D. HOTELS AND MOTELS

WHY DO YOU THINK IT IS IMPORTANT TO PICK UP TRASH WHEN YOU ARE CAMPING?

MAKE UP A MEAL THAT WOULD BE GOOD FOR YOU.

GIVE THREE THINGS THAT ARE DIFFERENT BETWEEN RESTAURANTS AND GROCERY STORES.

1.

2.

3.

Unit Title: "RIDE 'EM COWBOY!"

I. Unit Overview: In the days of the western frontier, the American cowboy gained fame. He was a colorful figure in the history of the West. His adventuresome life, the songs he sang, and his colorful vocabulary have all become a part of American folklore. The American cowboy played a large part in building the West.

Many children dream of becoming cowboys or cowgirls and leading adventurous lives. This unit will attempt to show that ranch life, in reality, is a hard business that demands strength, patience, and a great deal of hard work. Much of the adventure and romance of the Old West isn't a part of the cowboys life today. Modern inventions have taken away many of the cowboys old jobs and the cowboy doesn't have to contend with Indians or thieves.

Ranching today is a big business and may be considered healthy, outdoor work. There are many different types of ranches and workers in the ranching profession. Children will find that ranching and the role of the cowboy today to be very challenging. The span of time needed to complete this unit would be approximately two weeks in length and affect approximately sixty-five children.

II. Unit Content Outline:

A. The American Cowboy
   1. The Old West
      a. Cowpunchers
      b. Songs and tales
   2. The Cowboy of today
B. A Cowboys Equipment
   1. His horse
      a. Training
      b. Uses
   2. Trucks, Airplanes, Trains
   3. His clothing
      a. Levi's
      b. Chaps
      c. Hat
      d. High-heeled boots
      e. Bandanna
   4. His rope
   5. His knife and gun
C. The Life of a Cowboy
   1. On the ranch
      a. Description
      b. Sheep and cattle
   2. The roundup
      a. Description
      b. Importance

3. Branding Cattle
   a. Description
   b. Importance
4. The cattle drive
   a. Description
   b. Importance

D. Related Professions
1. Rodeo riders
2. Dude ranches
3. Movies and T.V.

III. Unit Objectives

1. The child will be able to label the different articles of clothing that a cowboy wears and state the purpose that each serves.
2. The child will be able to explain why it is necessary for a cowboy to have a good and dependable horse.
3. The child will be able to discuss how ranching is a very important job and how it affects their own personal livelihood.
4. The child will be able to locate and describe several types of ranches in America.
5. The child will be able to explain the importance of branding and how it is done.
6. The child will be able to read different brands just as he would read words.
7. The child will be able to compare and contrast the work that cowboys of the Old West did with the cowboys of today.
8. The child will be able to describe a roundup in terms of the people involved and how they perform the task.
9. The child will be able to define such cowboy terminology as cattle, chuck wagon, stirrup, rodeo, etc.
10. The child will be able to give examples of different types of work that cowboys do.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. Given a picture of eight brands and a list of eight brands, the child will match the picture of the brand with its name.
2. The child will be able to give one reason for branding cattle and tell the four steps involved in branding.
3. Given a list of eight articles of clothing, the child will label each item and tell how each protects the cowboy.
4. From a list of ten true and false statements about ranch life, the child will be able to select all of the true statements.
5. The child will be able to match pictures with riddles. Pictures may include a saddle, a wagon, a rope, a corral, a chuck wagon, a stirrup, etc.
6. Given a list of animals, the child will be able to identify those animals that would be considered cattle and tell the kind of meat that each provides.

7. The child will be able to give two ways that cowhands, today differ from earlier cowboys.
8. The child will be able to list four kinds of work that a cowboy does.
9. The child will be able to describe a roundup and the people involved by drawing a picture and showing at least two activities involved in rounding up the cattle.
10. The child will be able to list three ways in which a horse is useful to a cowboy.

B. Learning Activities:
1. After a discussion of brands, each child will design his own brand. The brands may be made into potato prints to be used on class papers for a few days. To make the "branding iron", first draw the desired brand on a piece of paper. Then cut out the brand and turn it over to the reverse side. Slice a potato through the center and cut this reverse pattern into the freshly cut surface of the potato, paring away all except the brand. Use plastic serrated knives to cut away the excess potato. Cut to a depth of one-fourth inch. Brush poster pain across the raised design. Press it onto a sheet of paper to print the brand.
2. Have each child compile a cowboy dictionary by having them find words related to cowboys, the ranch, and ranch activities. They may add illustrations or cutouts.
3. Play the game, "Lassoing a Word". Explain to the children that lassoing is "catching animals by roping them". Arrange words in random order on the board, keeping the words as far apart as possible. A child "lassoes" a word by drawing a ring around it and pronounces it correctly. If he mispronounces the word, he must "chase his calf that got away" (leave the group of players), while the game continues. Before calling on each new player to lasso a word, give opportunity for players who are chasing calves to return to the group by pronouncing and circling their missed words.
4. The child may learn the song "The Cowboy" and other related songs.
5. Play the record "Living Voices Sing Songs of the West".
6. The children amy draw a mural depicting two different types of ranches in America.

C. Materials:
Books:
1. Beatty, Hetty Burlingame, Little Wild Horse.
2. Brewster, Benjamin, The First Book of Cowboys.
3. Bulla, Clyde Robert, Surprise for a Cowboy.
4. Chandler, Edna, "Cowboy Sam" books.
5. Corbin, William, Golden Mare.
6. Fletcher, Sydney, The Big Book of Cowboys.
7. Floethe, Louise, The Cowboy on the Ranch.
8. Garst, Shannon, Cowboy Boots.
9. Hogner, Nils, Jimmy's First Roundup.
10. Lenski, Louis, Cowboy Small.

11. Martini, Teri, The True Book of Cowboys.
12. Otto, Margaret G., Cowboy Tommy's Roundup.
13. Rushmore, Helen, Cowboy Joe of the Circle S.
14. Tousey, Sandford, Cowboy Tommy and Cowboys of America.
15. Regli, Adolph, Young Readers Cowboy Stories.
16. Childcraft: Book 8, pp. 10, 42-43, 57, 118-119, 141, 187.
    Book 9, pp. 47, 208, 253.
    Book 12, pp. 152-153.
17. Comptons Precyclopedia: Book 3, pp. 138-143.
    Book 7, p. 132.
    Book 8, p. 101.
    Book 13, p. 52.

Records:
1. "Living Voices Sing Songs of the West"
2. Shining Bridges: "The Roundup", pp. 109-114.
   "Hi-yi-yiippi-yi, pp. 115-120.
   "The Work Cowboys Do", pp. 121-127.

Songs:
1. "Lone Star Trail", Making Music Your Own, Silver Burdett.
2. "Buffalo Gals", Music in Our Country, Silver Burdett.
3. "Home on the Range", Music in Our Country, Silver Burdett.
4. "Railroad Corral", Music in Our Country, Silver Burdett.
5. "The Cowboy", The World of Music, Boston, Ginn and Co.

Study Prints: Farm and Ranch Animals

D. Evaluation: Pre and Post Tests
1. The child will be able to list four kinds of work that a cowboy does.
2. The child will be able to list three ways in which a horse is useful to a cowboy.
3. Given a picture of eight brands and a list of eight brands, the child will match the picture of the brand with its name.
4. The child will be able to give two ways that cowhands today differ from earlier cowboys.
5. The child will be able to give one reason for branding cattle and tell the four steps involved in branding.
6. Given a list of eight articles of clothing, the child will label each item and tell how each protects the cowboy.
7. From a list of ten true and false statements about ranch life, the child will be able to select all of the true statements.
8. Given pictures of a saddle, a wagon, a rope, a corral, a chuck wagon, and a stirrup, the child will be able to match the pictures with riddles that describe them.
9. The child will be able to describe a roundup and the people involved by drawing a picture and showing at least two activities involved in rounding up the cattle.

Unit Title: TRANSPORTATION AND COMMUNICATION

I. Unit Overview: In this unit it is hoped that the child will become more aware of the importance of communication and transportation. Also, that he will realize the greater efficiency in living that has resulted because of it. The purpose of the first unit objective is to make the child more aware of the different kinds of written communication. The second unit objective is supposed to teach the child to realize some of the benefits of different forms of communication. The third unit objective is designed to teach the child better use of the telephone. The fourth objective is intended to give the child some understanding of the benefits of the many different means of transportation. Hopefully, by using some of the referenced pages in "Greenfield, U.S.A." and doing some of the learning activities the child will become more aware of some of the careers related to this unit.

II. Unit Content Outline: This unit should make the child more aware of the activities and usefulness of the following workers:

A. Unit Objective 1:
   1. news reporter
   2. newspaper editor
   3. paperboy
   4. proofreader
   5. post office clerk
   6. pressman
   7. mailman

B. Unit Objective 2:
   1. radio announcer
   2. T.V. announcer

C. Unit Objective 3:
   1. telephone operator
   2. telephone installer

D. Unit Objective 4:
   1. cab driver
   2. garage attendant
   3. truck driver
   4. airplane pilot
   5. ship captain

III. Unit Objectives:

1. The child should be able to describe different ways of written communication.
2. The student should be able to discuss ways people communicate through T.V., radio, records and movies.
3. The children should be able to identify different reasons for using the telephone and the proper way to use it.
4. The child will be able to describe some major means of transportation and its uses.

IV. Unit Description

Unit Objective #1: The child should be able to describe different ways of written communication.

A. Criterion-Referenced Objectives:
   1. The children should be able to list at least five different parts of a newspaper.
   2. The children should be able to demonstrate three different ways of conveying a message in written form.

B. Learning Activities:
   1. Have the children make a list of the different parts of the newspaper.
   2. Let the children cut out parts of a newspaper, and put them on posterboards identifying which part of the newspaper it came from.
   3. Read and discuss in "Greenfield U.S.A." pages 79-86, 88-96, and 102-105.
   4. Let the children set up a class newspaper. Each child could make a different contribution to the paper.
   5. Have the children list the different ways written communication is used in school to convey messages to parents and students (e.g. lunch menus, school bulletins, etc.)
   6. Have the children practice addressing envelopes to their different friends.
   7. Let the children learn the proper way to write a letter and then mail it to a friend.
   8. Have the children make a chart of why we receive mail.
   9. Have the children visit a post office.
   10. Let the children make a mural of what happens to a letter from the time it is mailed to the time it reaches its address.
   11. Have the children set up a simple post office in the room.
   12. Invite a postman to speak to the class.
   13. Have a few children demonstrate to the class the correct way to wrap and mail a package.
   14. Let the children make a scrapbook entitled "Workers Who Help Deliver the Mail".
   15. Have a group of children do a report on the differences in the prices of mailing things.
   16. Have the children bring in different pieces of mail they have received or their parents have received from different parts of the U.S. Pin stars on the map of U.S. where the letters have come from.
   17. Have a bulletin board set up in class where children can post news.

C. Materials:
1. newspapers, magazines
2. posterboard
3. drawing paper
4. mural paper
5. chart paper
6. needed art supplies
7. bibliography and reference materials
8. U.S. map

Unit Objective #2: The student should be able to discuss ways people communicate through T.V., radio, records, and movies.

A. Criterion-Referenced Objectives:
1. Children should be able to list things which are typically broadcast on T.V. news.
2. The children should be able to list some major differences between T.V. and radio broadcasts.
3. The children should be able to list some ways people learn through T.V., radio, records and movies.

B. Learning Activities:
1. Have the children watch some educational program (e.g. Electric Company). Have them discuss, after the show is over, what was being taught on the program.
2. Let the children dramatize a radio or T.V. newscast.
3. Have the child name as many different kinds of things that they can think of that are broadcast on T.V. news (e.g. weather, sports, national news, local news, etc.).
4. In one school day have the children watch an educational movie, listen to an instructional record, and watch and educational T.V. program. Have them do a report or discuss what they learned from each, and from which one they learned the most.
5. Have the class make pictures showing: T.V. studio, sending towers, receiving set in home.

C. Materials:
1. needed audio visual materials
2. drawing paper
3. needed art supplies
4. bibliography and reference materials

Unit Objective #3: The children should be able to identify different reasons for using the telephone and the proper way to use it.

A. Criterion-Referenced Objectives:
1. Given a particular message the child will be able to demonstrate how to convey this message properly on the phone.
2. The child will be able to list five different reasons for using the telephone.

B. Learning Activities:
1. Have the children dramatize different types of telephone calls (e.g. emergency call, call to a friend, etc.).
2. Have the children dramatize using proper manners on the telephone.
3. List the kinds of work done by telephone company employees.
4. Dramatize the work of a telephone operator.
5. Make a mural of people at work doing different jobs for the telephone company.
6. Read and discuss in "Greenfield U.S.A." pages 97-101.
7. Read and discuss in "Communities and Social Needs" page 68.

C. Materials:
1. mural paper
2. paste, glue
3. drawing paper
4. bibliography and reference materails

Unit Objective #4: The child will be able to describe some major means of transportation and its uses.

A. Criterion-Referenced Objectives:
1. The child should be able to list and identify six different types of transportation.
2. The child will be able to illustrate four different ways that transportation is beneficial to the community.

B. Learning Activities:
1. Read and discuss in "Greenfield U.S.A." pages 166-173.
2. Make a booklet with pictures of different types of transportation in it.
3. Make a mural entitled "How Different Means of Transportation Benefits Us".
4. Have the children make a list of those things which may come by ships, or trains, or airplanes.
5. Have a discussion on why so many trucks have different license plates on them in the area we live.
6. Make a travel museum -- put in it such things as old and new toy cars, trucks and planes, etc.
7. Design a model airport.
8. Discuss and have the children dramatize the work of an airplane pilot, and an airplane stewardess.
9. Design a harbor.
10. Make a model bus depot.
11. Pantomine job of bus driver.
12. Draw a picture showing different things done in a bus station.
13. Divide the class into groups and demonstrate on kind of work done at a bus station.
14. Take children to a bus station or an airport.
15. List or draw pictures of different types of vehicles used in a town.

16. Discuss and act out job of a cab driver.
17. Design a mural showing different jobs of a garage attendant.
18. Plan a bulletin board display of the various kinds of trucks which transport foods and goods to a supermarket.
19. Have committees watch for and report on the food trucks they see near stores or those they see delivering to a school cafeteria.
20. Read and discuss in "Living Together In the Neighborhood" pages 85-125.
21. Read and discuss in "Communities and Social Needs" pages 63-65.

C. Materials:
1. bulletin boards
2. mural paper
3. cardboard boxes
4. needed art supplies
5. bibliography and reference materials

Filmstrips with Cassettes:
1. Career Kaleidescope, 1973:
   a. All Around the Shopping Mall
   b. Check in, Check up
   c. On T.V. You Could Be . . .
   d. One for all at City Hall
   e. Up, Up and Away
2. Learning Corp. of America, 1972:
   a. Why People Have Special Jobs

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Books:

1. King, Bracken, and Sloan, Communities and Social Needs, Laidlaw, 1968.
2. Dean, Careers in a Department Store, 1974.
3. Hirsh, Ben Goes Into Business, 1974.
4. Davis, Careers in Printing, 1974.
5. Ray, Careers with a Police Department, 1974.
6. Beame, Ladder Company 108, 1974.
7. Ray, Careers with a Television Station, 1974.
8. Evans, J. A. I Knew A Telephone Operator, 1971.
9. Flaherty, John, Joseph. Behind the Silver Shield, 1973.
10. Goldreich, Glroia. What Can She Be? A Veteranarian, 1972.
11. Gray, I Know A Bus Driver, 1972.
12. Henroid, I Know A Newspaper Reporter, 1972.
13. Mannheim, The Baker's Children, 1970.

Filmstrips:

1. My Daddy Works in a Factory
2. The Post Office and Postal Workers
3. The Food Store
4. Little Town U.S.A. -- Shopping On Main Street
5. A City Is People at Work
6. Little Town, U.S.A. -- Workers and Activities in Little Town
7. Community Services:
   1. Our Post Office
   2. Our Parks and Playgrounds
   3. Our Library
   4. Health Department
   5. Our Fire Department
   6. Our Police Department
8. The Neighborhood Newspaper Store
9. The Library and The Librarian
10. Fire and Firefighters
11. Neighborhood Fish Store
12. My Daddy Works in a Shoe Store
13. My Daddy Works in a Supermarket
14. My Mother is a Dental Assistant
15. Transportation and Transportation Workers
16. The Food Store
17. What is a Job
18. The Story of Fire
19. Education and the Teacher
20. Sanitation and the Sanitation Workers
21. The Neighborhood Pharmacist
22. The Neighborhood Doctor
23. The Neighborhood Nurse
24. My Doctor
25. Careers in a Department Store
26. Careers in Printing

SCIENCE

Unit Title: EXPLORING SPACE

I. Unit Overview: Space exploration is of great interest to both adults and children in this age of multistage rockets and orbuting satellites. Each day new achievements in space are being made. A study of space and space technology is not only a look into the future. Through such a study, children may decide to someday make a major contribution to this area of study.

All children have some knowledge to space exploration. This subject is one about which they are eager to learn. This unit is designed for primary children and touches on the basic concepts of space exploration. We will investigate the various types of spacecraft and the purposes each is designed for. We will also study the training and the job of the astronaut. Other occupations concerned with space travel will be touched upon such as people who manufacture space equipment; engineers and scientists directly concerned with launching operations. The approximate span of time for this unit will be about two weeks and will affect approximately 65 children.

II. Unit Content Outline:

A. Ways of Exploring Space
   1. Manned spacecraft
      a. Rockets
         --Parts
         --Propulsion of rockets
   2. Unmanned Spacecraft
      a. Used to gather information
      b. Different types of satellites
         --Weather satellites
         --Communications satellites
         --Space research satellites

B. Gravity
   1. How gravity effects objects on earth
      a. How gravity effects us.
      b. How gravity effects objects.
      c. How a rocket defies gravity.

C. The Astronaut
   1. Equipment
      a. Suit
      b. Equipment for space walk
   2. Training
      a. Physical tests
      b. Mental tests
      c. Education

III. Unit Objectives:

1. The child will acquire a basic understanding of the term gravity and how gravity effects objects on earth and in outer space.
2. The child will gain usage and understanding of important words related to space travel.
3. The child will investigate various types of spacecraft and the function of each.
4. The unit will interest and acquaint children in a variety of areospace careers.
5. The child will become aware of the fact that more than bravery is needed to be an astronaut. The child will describe the training of an astronaut and why the training requirements are so rigorous.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The child will demonstrate in two ways the effect of gravity upon objects.
2. The child will explain and demonstrate how a rocket propells itself into space.
3. Given a list of ten items the child will choose six pieces of equipment vital to an astronauts travel into space.
4. Child will name three things that the astronaut may study in outer space.
5. The child will give two reasons for wearing a space suit.
6. The child will describe orally three out of six training requirements an astronaut must go through to prepare for space flights.

B. Learning Activities:
1. Prepare a bulletin board display with the moon and different planets and stars. Lead the children into a discussion on space exploration.
2. Read A Book To Begin On Outer Space, by Eunice Holsaert.
3. Mention Isaac Newton and discuss his law concerning objects of some mass and size by having children drop a soft rubber ball, a feather, a marble, or stone. Children should see that objects of same weight and size will reach the ground at the same time. Those that are different will reach the ground at different times.
4. Have the children cut out pictures or articles on space travel, vehicles, and astronauts.
5. Play the record, "Sounds of the Space Age", from National Geographic. Discuss how man began to explore outer space and what his future plans in space exploration might be.
6. Show how rockets can defy gravity. Inflate a balloon and then let it loose. The experiment will demonstrate jet propulsion in simple terms.

7. Show control propulsion through the following experiment:
   a. Cut two pieces of string about nine inches long.
   b. Loosely tie a piece to each end of an elongated balloon.
   c. Tie a paper clip to the two free ends of string.
   d. Hook the paper clip over a track of wire tied on two chairs.
   e. Inflate the balloon.
   f. Allow the air to excape.
   g. Watch the balloon move along the wire.
   h. Control the speed by inserting paper plug into the balloon opening.
8. Show the class a diagram of a Saturn V rocket. Explain where the rocket carries a supply of liquid oxygen to help the rocket blast off.
9. Discuss why rockets are pointed. Explain about resistance by having the class make airplanes. Have them fly with the pointed end out. Notice how smoothly they fly. Then have them fly them with the back end out. Explain about air resistance--the back end of the airplane resists the air. The pointed end has less resistance against the air.
10. Read A Book of Astronauts, by Franklyn Brankley. Have the class discuss the training of an astronaut.
11. Have the children make space helmets from grocery bags or oak tag. Make a control panel to place on their desks for a pretend rocket ship. Put buttons and switches on the panel. Make oxygen tanks from cardboard tubes, microphones from paper cups, to communicate with ground control.
12. Read the story about Miss Baker from Enchanted Gates by the MacMillan Co.
13. Have the children write a story pretending to be Miss Baker or Able and what their space flight was like.
14. Read A Book of Satellites For You, by Franklyn Branley. Have children make mobiles of the different kinds of satellites and hang them on the lights. Have them label each kind. Have them search for pictures of famous satellites such as Telstar in magazines or newspapers.
14. Make a picture dictionary of areospace terms.
15. Have the children pretend to be training to be astronauts. Use the following activities to demonstrate some of the training the astronaut goes through. Give each child a "trainee" name tag and you will be the training program director.
   a. To simulate vibrations caused by machinery operating the space vehicle and possible barriers in the atmosphere, have the children bounce up and down first with heavy shoes, then light shoes.
   b. To test trainees reactions to fast breaking decelerations, have children walk, run and skip, stopping suddenly on command; use a recording or rhythm instrument.
   c. Trainees practice spinning around in giant centrifuge. Have children rotate their whole bodies. They loosen up head, neck and back muscles.

d. Weightlessness--Each child or group as a whole is asked to pretend for 30 seconds to be a feather or a piece of paper floating down.
e. Who Am I?--Trainees are asked to quickly compose a long list of words which describe their own individual personalities. Flight director takes down the childrens lists. Have a discussion on their lists. Have each child act out one word that describes his own personality.
f. In order to understand gravity more clearly, each child is to act out the feeling of extreme weight: a toppling building, an elephant, etc.
g. Since trainees must be able to perform decision making tasks under extremely hot conditions, have each child understand this by pretending that it is the hottest day of their life and they must act out different ways of "beating the heat".
h. Just as trainees are isolated in a lightproof, soundproof room for as long as they can hold out, have each child pretend that they are being punished and must remain in their rooms all alone. Have them act out their feelings.
i. Trainees like astronauts must adjust to diverse climates and environmental changes. Divide the class into groups. Have each group be of six to three children and given a "survival kit" (paper bag) containing not more than a half dozen props such as a hair brush, book, ball, pencil, etc. Explain that their ship has landed on an island and then describe the climate--desert, rain forest, etc. They must make a story telling how they would remain surviving on the island for one week using the props they were given.
j. Children can take turns playing roles of various personnel on the spacecraft or ground crew. He can be pilot, navigator, photographer and such. They can practice controlling the ship. (roll, pitch, yan) perform docking maneuvers with the lunar module, report back to mission control.
k. Having arrived at their destination, whether it be on the moon or other planets, have the children pretend to explore the terrain. Have them report to mission control on their observations and pretend to do all the things real astronauts have done.
l. Prepare a balanced meal with a blender. Put into plastic bags. Eat as astronaut would eat by squeezing the bag.
m. Put on a small skit or play about space travelers or astronauts.

C. Materials:

Book:

1. A Book of Astronauts For You and A Book of Satellites For You by Franklyn M. Branley.
2. A Book to Begin Outer Space, by Eunice Holsaert.
3. Off Into Space! Science for Young Space Travelers, by Margaret O. Hyde.
4. The True Book of Space, by Ila Podendorf.
5. Go! The Story of Outer Space, by Verral, Charles.
6. What Does An Astronaut Do?, by Robert Wells.
7. Childcraft: Book 1, pp. 132, 138, 142.
   Book 10, p. 104.
   Book 14, pp. 102, 106.

Study Prints:

Society for Visual Education: Countdown to Splashdown
The Astronaut--Trianing and Equipment
Astronomy

Filmstrips:

1. Encyclopedia Britannica: Flight Into Space
   Man In Space
2. Filmstrip House: The Astronaut and Space Travel
3. F.O.M.: The New Frontier--Space
4. Jam Handy Organization: Rocket Power For Space Travel

D. Evaluation: Post Tests:

1. Child will be able to explain and demonstrate how a rocket propells itself into space.
2. Given a list of ten items, the child will be able to choose six pieces of equipment vital to the astronauts trip into space.
3. The child will be able to name three things that the astronaut may study in outerspace.
4. The child will be able to describe orally three out of six training requirements an astronaut has to go through to prepare for space flights.

Unit Title: "KEEP THOSE NEW TEETH"

I. Unit Overview: Since tooth decay is a prevalent problem among school children, they must realize the important role which dentistry plays in their daily life. All children should learn the importance of dental health and the value of correct maintenance of their teeth. All children should be aware of what is harmful to their teeth. They should understand that chronic dental disease sometimes contributes to failure in school and reduces their chances of success in life.

Numerous activities will help them to gain these understandings. Discussions may include the importance of teeth and the prevention of decay and disease. A dentist, dental hygenist, or school nurse may visit and talk with the children. A study may be made of tooth structure, types of teath, and adequate procedures for brushing. Children may relate ways in which their diet affects their dental health.

This unit may take approximately two weeks and will affect sixty-five children.

II. Unit Content Outline:

A. Structure of Teeth
   1. A tooth is divided into two parts: a root and a crown.
   2. A tooth is composed of four tissues: the enamel, the cementum, the dentin, and the pulp
   3. Primary teeth
      a. number
      b. function
   4. Permanent teeth
      a. number
      b. function

B. Diseases of the Teeth
   1. Tooth decay
      a. definition
      b. causes
      c. correct procedures in brushing
   2. Molocclusion
      a. definition
      b. causes
      c. prevention
   3. Periodontal diseases
      a. definition
      b. causes
      c. prevention

C. Diet and Dental Health
   1. A diet adequate for normal growth and development of the body is adequate for building and maintaining the health of the teeth.
   2. Calcium
   3. Daily foods for nutrition of children
   4. The effects of sugar in the diet

D. The Dentist
   1. Functions
   2. Visitations

III. Unit Objectives:

1. The student should be able to discuss the importance of teeth in their daily lives.
2. The students should be able to relate the role in which the dentist plays in helping them to care for their teeth. The dentist cleans, fills, and polishes their teeth.
3. The students should be able to demonstrate the correct way to brush their teeth and keep them free from disease and injury.
4. The students should be able to identify good and bad foods which affect their teeth.
5. The student should be able to illustrate the structure of a tooth and identify the different kinds of teeth and their functions.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. Given a diagram of a tooth, the children will be able to label the two parts of a tooth.
2. The children will be able to name the four kinds of teeth and the job that each kind performs.
3. At the end of this unit of instruction, the children will be able to cite two ways in which their teeth help them to break up food in their mouths.
4. With the use of role-play, the children will perform three functions of the dentist in his office.
5. Given a toothbrush and a model of a set of teeth, the children will be able to demonstrate the correct way to brush. They must brush them in an up and down motion and across the top of the molars.
6. Children will be able to list ten objects that might cause damage in their mouths.
7. Children will be able to define tooth decay and tell two ways in which it is caused.
8. At the end of this unit of instruction, the children will be able to list two items to use in the care of teeth, excluding the toothbrush.
9. Given a list of ten foods, the children will be able to choose five that would be the most beneficial in the building and maintaining of good healthy teeth.
10. The children will be able to list five out of the eight daily foods for nurishment of the children.
11. Given a list of unit vocabulary words, the children will be able to define four of them on paper.
12. Given a worksheet with five pictures of men at work, the children will be able to identify the dentist by circling him.

B. Learning Activities:

1. Arrange a bulletin board showing tooth brush, tooth paste, dental floss, and a picture of a happy child and a dentist. Ask questions to arouse interest.
2. Discuss why people need good healthy teeth.
3. Collect pictures from magazines that show healthy and nutritious foods.
4. Make scrapbooks about dental care.
5. Have children keep lists of foods eaten during the week which help build and maintain good healthy teeth.
6. Make pictures for each type of job--dentist, hygenist, receptionist, assistant, skilled workers who make teeth, etc.
7. Have a party and serve refreshments, leaving out sweets. (Serve carrots, celery, apples, and nuts)
8. Show the effect of decay by observing rotten fruit.
9. Have the children visit the dentist's office and examine tools, office, and people at work.
10. Make tooth powder. (1/3 tsp. of salt, finely powdered, and 2/3 tsp. of baking soda.)
11. Have the class eat a cracker and then an apple. They will observe how much cleaner their teeth feel after eating the apple.
12. Have the children bring in brushes and practice brushing their teeth.
13. Place an egg in vinegar solution to show the effect of acid on the teeth.
14. Read information contained in Comptons Precyclopedia and in Childcraft.
15. Children may read such books as I Want To Be A Dentist by Carla Greene and About Jack's Dental Check-Up by Ruth Jubelier.

C. Materials:

1. Comptons Precyclopedia
2. Childcraft
3. Buchheimer, Naomi, Let's Go To The Dentist.
4. Garn, Bernard, Visit To The Dentist.
5. Greene, Carla, I Want To Be a Dentist.
6. Jubelier, Ruth, About Jack's Dental Check-Up.
7. Schloat, G. Warren, Your Wonderful Teeth.
8. Georgiou, Constantine, Whitey and Whiskers and Food.
9. Filmstrips: "The Story of Fruits", Singer SVE
   "The Story of Meat", Singer SVE
   "The Story of Milk", Singer SVE
   "Good Dental Health Is Up To You", 617.6G
   "Let's Talk About Your Teeth", 617.6H
10. Records: "Let's Talk About Your Teeth", Procter and Gamble
    "Good Dental Health Is Up To You", Procter and Gamble

D. Evaluation:

Pre Tests:

1. Give the children a worksheet with five pictures of men at work. The children are to draw a circle around the dentist.
2. Give the children a toothbrush and toothpaste and have them demonstrate how they brush their teeth. They must brush them in an up and down motion and across the top of the molars.
3. The children are to look through magazines and cut out ten foods that would aid in building and maintaining good healthy teeth.

Post Tests:

1. Have the children demonstrate the proper way to brush their teeth.
2. Say ten different jobs that different people do. Tell the children to say dentist after each thing the dentist does.
3. Given a list of ten foods, choose five that would be the most beneficial in the building and maintaining of good healthy teeth.
4. Given a diagram, the children should be able to label the parts of a tooth.
5. Have the children name the four kinds of teeth and the job that each kind performs.
6. Have the children define such pertinent vocabulary words as cavity, dental hygenist, decay, calcium, root, and crown.
7. Have the children devise a diet for a day that would contain those nutritious foods needed for the development and maintenance of strong and healthy teeth.

Unit Title: MARINE OCCUPATIONS

I. Unit Overview: The purpose of this career education unit is to provide pupils with an awareness of various career possibilities in marine occupations. Pupils will be introduced to careers such as seaman, lobsterman, fisherman, and researcher. The importance of these jobs will be emphasized and the idea of how an "A" person achieves career success will be developed.

II. Unit Content Outline:

A. Interaction with book: The Fisherman and His Boat, by Louise and Richard Floethe
   1. Learning skills needed to be a fisherman.
   2. Discussing why a fisherman chooses his occupation.
B. Classification of marine occupations according to the use they make of the sea.
C. Interaction with book: Lobsterman by Dahloo Ipcar.
   1. Learning about tools used by a lobsterman
   2. Role playing work of a lobsterman
D. Discussion of how an "A" person achieves career success
E. Identification of our (society's) need for various marine occupations.

III. Unit Objectives:

1. Pupils will be able to list skills needed to be a fisherman.
2. Pupils will be able to state why a fisherman chooses that occupations.
3. Pupils will be able to classify marine occupations according to the use that occupation makes of the ocean.
4. Pupils will be able to list objects used by a lobsterman.
5. Pupils will be able to role play the work of the lobsterman.
6. Pupils will be able to state how an "A" person achieves career success.
7. Pupils will be able to write reasons for our need of fishermen, lobstermen, researchers, seamen, and recreational workers.

IV. Unit Description:

Unit Objective #1: Pupils will be able to list skills needed to be a fisherman.

A. Criterion-Referenced Objective:
   1. The pupils will be able to list at least four skills needed to be a fisherman.

B. Learning Activities:
   1. Read The Fisherman and His Boat, by Louise and Richard Floethe, to class.
   2. Say: "Fishing can be a great deal of fun, but to do it for a living requires a great deal of work. What are some of the things that a fisherman must be able to do?"

3. List skills such as these on the board:
   a. Work on motor
   b. Keep boat clean
   c. Paint boat
   d. Fix nets
   e. Find fish
   f. Set out nets
   g. Drive boat
   h. Watch skies
   i. Sort fish
   j. Clean fish
4. Distribute drawing paper to class and instruct pupils to write one sentence at the bottom of his or her paper to state a skill that the fisherman must have.
5. Above their sentence, pupils will draw a picture to illustrate their sentence.
6. Pupils may share papers with entire class in order for each pupil to see others' interpretations of fisherman's jobs.
7. Show one or more of these films to class:
   a. "Salmon - Catch to Can" 14 min., color
   b. "It's the Marine Sardine" 20 min., color
   c. "Watermen of Chesapeake" 28 min., color
   d. "Pacific Halibut Fishing" 16 min., color
   e. "Catching, Filleting, and Packaging" 11 min., color
   f. "Basic Net Mending" 16 min., color

   To obtain these films, write to:

   Motion Picture Service
   Department of Commerce - NOAA
   12231 Wilkins Avenue
   Rockville, Maryland 20952

Unit Objective #2: Pupils will be able to state why a fisherman chooses that occupation.

A. Criterion-Referenced Objective:
   1. Pupils will be able to recite one reason for a fisherman choosing his occupation.

B. Learning Activities:
   1. Refer to the story book: A Fisherman and His Boat. Read story to the class if you haven't done so.
   2. Ask: "Why does the fisherman like his job?" Accept all responses.
   3. Ask: "Why would somebody choose to be a fisherman?"
   4. Try to bring out these responses:
      a. "His father was a fisherman"
      b. "He had lived by the sea all his life"
      c. "He enjoyed the work"
   5. Read passages in the book that prove these if necessary.
   6. Tell pupils: "Write on a sheet of paper one reason for a person becoming a fisherman."
   7. Discuss: "How could you become a fisherman?" Possible answer: Get an established fisherman to teach you the trade.

C. Materials:
   1. Book: A Fisherman and His Boat, by Louise and Richard Floethe.

Unit Objective #3: Pupils will be able to classify marine occupations according to the use that occupation makes of the ocean.

A. Criterion-Referenced Objective:
   1. Given a list of the uses man makes of the ocean and a list of marine occupations, the pupil will be able to classify the occupations according to the use they make of the ocean.

B. Learning Activities: Number One
   1. Ask pupils: "What are the ways in which people use the ocean?" Try to make up these four broad categories as pupils give responses.
      a. Moving things and people from one place to another.
      b. Getting food
      c. Fun
      d. Finding out new things
   2. Read to class: Let's Find Out About the Ocean, by David C. Knight
   3. Read to class: The True Book of Oceans, by Katherine Carter
   4. Discuss after reading: "What jobs do you suppose go along with the ocean?"
   5. Display these cards to class and give a brief description of each. Have these job names printed on heavy paper. Job Cards:

*a. Ship's captain
*b. Ship's cook
*c. Ship's radio man
*d. Ship loaders
*e. Ship's engineer
*f. Ship's navigator
*g. Ship deck hand
h. Fisherman
i. Lobsterman
j. Oysterman
k. Clam digger
l. Net maker
*m. Motorboat maker
n. Sailboat maker
o. Surfboard maker
p. Water ski maker
*q. Skin diving equipment maker
r. People who study fish and sea animals
s. People who map the ocean floor
t. People who take pictures of the ocean
u. People who look for gas and oil
*v. People who farm the ocean for food
w. Lifeguard

Try to have one card for each pupil, even if there are duplicates. Some of these jobs may fit under two categories. It would be best to duplicate these cards. An asterisk (*) appears next to these job names above.

6. Put the four headings discussed in part 1 on the chalk board. Transportation, Food, Fun, Exploration and Research. Instruct pupils, one at a time, to come up to board and attach their occupation under the proper category with tape. Possible results:

Occupational Card Numbers	Transportation	Food	Fun	Exploration & Research
	1-7	8-11	13-17	18-22
		1-7	23	17
		13		
		22		

C. Materials:
1. Book: Let's Find Out About the Ocean, by David C. Knight
2. Book: The True Book of Oceans, by Katherine Carter
3. Job Cards as discussed in part 5

B. Learning Activities: Number Two
1. "The Sea is used in many ways and people all over the world work in sea jobs".
2. "Here are some pictures of people and things near the sea or on the sea."
3. "Let's try to classify them as to whether they show transportation, fun, food, or research and exploration jobs.
4. Show the following eleven study prints to class. Ask pupils to describe picture. Read appropriate parts of text to pupils. Ask them to classify picture.
   a. Jep of Burma
   b. Ming of Singapore
   c. Balo of Kenya
   d. Ferryboat
   e. Barge and Tugboat
   f. Ocean Freighter and Railroad Cars
   g. Jill's New York Vacation
   h. Marilyn and the Riviera
   i. Frida and Johan of Greenland
   j. Drilling for Oil in Alaska
   k. Henry's Father Crosses the Atlantic Ocean

C. Materials:
1. Coronet and SVE Study prints as described in Learning Activities.

Supplementary Musical Activities:
To make pupils aware of the background and spirit of several marine occupations, the classroom teacher may ask the music teacher to teach these songs to the pupils:
From Making Music Your Own - 2 (Silver Burdett)
a. "Serafina" p. 18
b. "Leave Her, Johnny, Leave Her" pp. 18-19
c. "The Sandy Boy" p. 131
d. "Give Us Permission" p. 129
e. "The Cook" p. 127
f. "Rango Roy" p. 126

Unit Objective #4: Pupils will be able to list objects used by a lobsterman.

A. Criterion-Referenced Objective:
   1. After listening to Lobsterman by Dahlov Ipcar, pupils will be able to list five objects used by a lobsterman.

B. Learning Activities:
   1. Read the Lobsterman, by Dahlov Ipcar, to the class.
   2. Ask: "What are some of the objects that a lobsterman uses?"
      a. buoys
      b. traps
      c. bait baskets
      d. gaff
      e. winch
      f. wooden wedges
      g. scale
      h. lobster car
      i. waterproff pants and jacket
      j. hip boots
      k. line (rope)
   3. Pass out drawing paper and have children write one sentence telling of one object that the lobsterman uses and have children illustrate it.
   4. Pupils should share their work with the rest of the class.

C. Materials:
   1. Book: Lobsterman, by Dahlov Ipcar
   2. Drawing paper

Unit Objective #5: Pupils will be able to role play the work of a lobsterman.

A. Criterion-Referenced Objective:
   1. Upon listening to Lobsterman by Dahlov Ipcar, the pupils will be able to role play at least five activities of a lobsterman.

B. Learning Activities:
   1. Read Lobsterman to class if not already accomplished.
   2. Ask: "What are some of the things that Larry did in the story?"
   3. With entire class, pantomine these activities:
      a. Painting boat
      b. Painting buoys
      c. Fixing traps
      d. Waking early in the morning
      e. Putting on stiff waterproof jacket, pants and hat
      f. Putting on hip boots
      g. Stacking traps
      h. Casting off
      i. Buying bait
      j. Waving to clam diggers
      k. Throwing over traps and buoys
      l. Hauling in traps
      m. Putting lobsters in lobster car
      n. Cooking and eating lobster

C. Materials:
1. Book: Lobsterman by Dahlov Ipcar
2. Have a parent interested in crabbing bring in tools they use, i.e. nets, traps, etc.

Unit Objective #6: Pupils will be able to state how an "A" person achieves career success.

A. Criterion-Referenced Objective:
1. Given four choices, the pupils will be able to choose the statement that describes how an "A" person achieves career success.

B. Learning Activities:
1. Put up a bulletin board describing each of these characteristics of an "A" person. Aware, alert, alive, awake, and active.
2. Discuss, using the bulletin board, what an "A" person is.
3. Ask: "To do a job well, is it necessary to be an "A" person?"
4. Let's look at Jimmy Sleepy Head. He is never awake. He goes to bed late and when he wakes up in the morning, he is tired. Will he do a job well? Will he be able to work quickly enough? How would you like him to be the ship's engineer?
5. How about Never Alert Johnny? He never pays attention. When somebody shows him how to do a job, he doesn't listen. He can't do his job right until he has been told ten times. Would he be a good ship radio man?
6. What about Sarah Unaware. She liked fishing, but didn't know how to learn more or how to get a fishing job. So, she had to settle for a job as a plumber, which she didn't really come for. Will she be a fabulous plumber?
7. What about Charlie Dead Head? He doesn't care if he does a job well or not. "Just get it done," says Charlie. He doesn't know what it is to be alive! He doesn't try to do his best! Could he build a good ship?
8. What about Lazy Ozzie? He takes his good old time at doing anything. "I've got all day," says Ozzie. Would you want him fixing your boat engine?
9. Say: "To do a job well or to be successful, you should be a certain kind of person. What kind of person am I thinking about?" Response: An "A" person! Ask: "What exactly is an "A" person?" Response: Aware, active, alert, alive, and awake!

C. Materials:
1. Bulletin board for an "A" person.
2. Pictures or drawings of characters in parts 4-8. (These may be premade by teacher or post-made by pupils.)

Unit Objective #7: Pupils will be able to write reasons for our need of fisherman, lobstermen, oceanographers, shipping personnel, and recreational workers.

A. Criterion-Referenced Objective:
   1. Given four choices, pupils will be able to choose the correct response as to why we need fishermen, lobstermen, oceanographers, shipping personnel, and recreational workers.

B. Learning Activities:
   1. Ask: "Why do we need lobstermen?" "Why are they important?" (provide food)
   2. Ask: "Why do we need fishermen?" "Why are they important?" (provide food)
   3. Ask: "Why do we need ocean scientists?" "Why are they important?" (they find out new things about the sea)
   4. Ask: "Why do we need lifeguards and coast guard people?" "Why are they important?" (keep us safe)
   5. Ask" "Why do we need ship captains and crewmen?" (provide transportation of goods and people)

Unit Title: NUTRITION

I. Unit Overview: This work is designed to use primary children's natural interests in food to capture their attention and focus it on the world of work that food procurement makes necessary for all members of society either premature or contemporary.

Pupils will have opportunities to take roles and do independent tasks as well as to sense our interdependence.

Effort has been made to keep the suggessted activities on a realistic plane and to provide as much action as possible. The layout is not comprehensive but only suggests some ways to try in moving toward effective career education.

II. Unit Content Outline:

A. Nutrition - Seeds
   1. Seed catalogue and garden planning
   2. Window Garden
   3. Equating garden processes to farm work
   4. Stories and drawings

B. Nutrition - Who Feeds Us?
   1. Nothing to eat but food - work of food production
   2. Primative and modern food getting
   3. Modern food production
      a. inventions
      b. work, jobs

C. Nutrition - Food at School
   1. Raw foods
   2. The school menu - the food charts
   3. The pupils food booklet

D. Nutrition - Indian Food
   1. Foods of American Indians
   2. Preparation of Indian and modern food compared
   3. Work roles and their rewards

III. Unit Objectives: Pupils will be able to . . .
1. state main steps in the production of food on farm and garden.
2. state several similarities between the work of gardening and the work of the farm.

IV. Unit Description:

A. Criterion-Referenced Objectives:
   1. Given a seed catalogue, pupils will be able to plan a simple garden of three or more favorite vegetables.
   2. Provided window boxes or flats and soil, pupils will be able to start window gardens.
   3. After observing filmstrip on farming, pupils will be able to give own impressions on kinds of work a farmer does relating to two or more of the tasks to the processes seen in window gardening.

4. Pupils will be able to define orally the terms used in the films pertaining to tools and processes.
5. Pupils will be able to write a story describing the kind of farm they might someday have.
6. Pupils will be able to draw and color recognizable vegetables of their choice (limit to three favorite and one new one).

B. Learning Activities:
1. Pupils will use the seed catalogue to select three or four favorite vegetables and draw on large sketch paper a garden plan in rough scale using a metric ruler (suggested scale 1cm = 1 food).
2. Pupil committee members will demonstrate setting up a window box garden, using gravel for bottom drainage, good soil finely crumbled, and a few seeds of their choice. Each committee member would relate his part of the work to a farmer's field operation such as drainage (irrigation) and cultivation later.
3. In class discussion after viewing filmstrip on farming, pupils will be able to say how each farm process is equated to the steps used in a box garden. (re-show of particular scenes will aid recall and stimulate pupil participation.) Harvesting will, of course, be out of the question in the window box.
4. Pupils, when called upon to recite, will be able to define listed terms at end of filmstrip. Description of each process is desirable.
5. Pupils at grade three are expected to write a story about the farm they would like to have telling kind, (truck, hay & grain, ranch, etc.) and what they would do and how money is earned.
6. Using catalogues and pictures, pupils will be able to draw a picture of fruits and vegetables and color it in a manner he deems worthy of mounting on classroom wall.

C. Materials:
1. Old and current seed catalogue from Agway, Burpees, etc.
2. centimeter rulers
3. large sheets of brown wrapping paper
4. Window boxes and flats, supply of field or garden soil, gravel, seeds (melon, squash, pumpkins, bean, corn, sunflower, pea are preferable because of size and ease of recognition when emergine).
5. Filmstrips:
   a. Finding Out How Plants Grow, 581 F
   b. Agriculture, 630 A

Sub-Unit: Nutrition - Who Feeds Us?

1. The pupils will be able to state what work is done by the person we depend on for our nutrition.
2. Pupils will be able to explain the truth in this statement, "Our nutrition depends upon the work of many persons."

A. Criterion-Referenced Objective:
   1. Having shared in the reading of the book, Nothing to Eat But Food, pupils will be able to tell how each level of occupation in primative food getting has its modern equivalent in the production and preparation of the food we eat.

B. Learning Activities:
   1. Pupils who have heard or read silently the book, Nothing to Eat But Food, will, upon teacher request, explain one of the following questions:
      a. Where did early man find the food that he needed and where does he get it today?
      b. Who now supplies the meat once brought in by primative hunters?
      c. How does modern man provide the great quantity of fruits and vegetables man once gathered from the wilderness?
      d. Tell what inventions were made to help produce more food by farming.
      e. How did the town market day get started?
      f. Why were spices very important as new lands were discovered?
      g. During the age of discovery many new foods came into use. Find out where we found the potato, coffee, chocolate, tea, bananas, pineapples, corn.
      h. Explain the "round up" and the "long drive" in the problem of getting meat to the people.
      i. What did ancient man do to make food keep? How do people today keep food from spoiling before we use it?

C. Materials:
   1. Nothing to Eat But Food by Frank Jupo, Aladdin Books, NY.

D. Evaluation:
   1. Pre Test:
      a. Ask pupils to tell what Indians (other primative men) did to procure their food, i.e., work roles.
      b. "What inventions can we think of that makes food getting easier today?"
   2. Post Test:
      a. Pupils compile a list for the board of work roles of primative man.
      b. Pupils keep, compile a board list of all inventions we have discussed or read about that makes modern food getting easier.

Sub-Unit: Nutrition - Foods at School

1. Pupils to taste a variety of raw foods and comment.
2. Pupils examine the school menu and tell what basic food groups the items represent.
3. Pupils will make booklets of favorite foods.

Sub-Unit Objective #1: Pupils to taste a variety of raw foods and comment.

A. Criterion-Referenced Objective:
   1. During raw food sampling party pupils will experience new snack foods and be able to express preferences, acceptance or rejection.

B. Learning Activities:
   1. Pupils take part in snack time sampling parties featuring raw fruits and vegetables brought from pupils' home gardens or contributed by cooperating parents.
   2. Each pupil is to be free to express his reactions of either approval or rejection.
   3. Some pupils will relate proudly experiences of their own regarding use of home garden products.

C. Materials:
   1. Garden Products contributed by pupils, teacher and cooperating parents.
      NOTES: Autumn is the time of abundance when many people are happy to share surplus of garden produce. Some classes have successfully changed snack patterns by a series of tasting parties. Snacks that direct attention away from sweets are nutritionally sound.
      a. No sugar residue on teeth
      b. Provide roughage
      c. Breaks reliance on carbohydrates
      d. Supplies vitamins and minerals

Sub-Unit Objective #2: Pupils examine the school menu and tell what basic food groups the items represent.

A. Criterion-Referenced Objective:
   1. Upon examination of the current school menu, pupils will be able to indicate orally which food item supplies which of the five basic requirements of nutrition according to posted food charts.

B. Learning Activities:
   1. A class discussion centered on the current school menus will enable pupils to indicate their favorite foods. Pupils will then consult posted standard food charts of basic foods to find what requirements his food choices satisfy in respect to proteins, carbohydrates, fats, vitamins and minerals.
      Throughout discussion and recitation constant consultation with the charts will be expected.

C. Materials:
   1. Extra current menus, office supplied.
   2. Standard food charts

Sub-Unit Objective #3: Pupils will make booklets of favorite foods.

A. Criterion-Referenced Objective:
   1. Pupils will be able to make a booklet of pictures of favorite foods labeling correctly each food as basically a carbohydrate, a fat, a protein, or a vitamin-mineral food.

B. Learning Activities:
   1. Pupils using old supplied magazines will construct food booklets of cut out pictures showing their favorite meals, labeling each principle food shown as a carbohydrate, a protein, a mineral, a fat as a vitamin or combination.
   2. According to ability pupils may plan the booklet to cover only lunch, only dinner, only breakfast, or all three.
   3. As a classroom activity the project is easily coordinated with the art lesson.

C. Materials:
   1. A good supply of magazines such as "Woman's Day", "McCalls", "Red Book".
   2. Standard Food charts
   3. Construction paper (large)

Sub-Unit: Nutrition - Indian Food

1. Pupils will be able to state the kinds of food used by Indians and Americans.
2. Pupils will be able to tell how Indian food was prepared and compare with modern day work.

Sub-Unit Objective #1: Pupils will be able to state the kinds of food used by Indians and Americans.

A. Criterion-Referenced Objectives:
   1. Following field trip to museum of Indian artifacts and dioramas on Indian life pupils will be able to state what foods and plants the American Indians used.
   2. Pupils will be able to indicate orally which Indian foods are currently used in America and give reasons why some are not.

B. Learning Activities:
   1. Pupils on field trip to community museum of Indian artifacts discuss with guide and teacher the displays and dioramas of Indian life. Attention drawn to food plants used by American Indians before they were known by Europeans will help pupils recall for recitation. Pupils enumerate the common foods of today such as corn and beans of Indian origin.
   2. Pupils will note that most Indian plant foods are in use today but some have dropped out of use, for example certain wild grains or seeds such as acorns. Discussion will include possible reasons for this.

C. Materials:
   1. Resource person: Museum guide
   2. Field trips to Museum of Natural History or local community museum of Indian Digs.
   3. Pictures of American Indian Life.
   4. Books on American Indians (consult school librarian - listings usually extensive.)

Sub-Unit Objective #2: Pupils will be able to tell how Indian food was prepared and compare with modern-day work.

A. Criterion-Referenced Objectives:
   1. After viewing and hearing about Indian life pupils will be able to list orally or compile in writing (group work) the work tasks of Indians in food preparation.
   2. Pupils will be able to contribute to a discussion on parallel work roles in modern day food production.

B. Learning Activities:
   1. During the visit to the museum (see part I) attention should focus on the many tasks of manual labor performed by American Indians in food production and preparation.
      a. In the classroom, pupils will help compile a written list of such tasks.
      b. During follow-up discussion class members will contribute thoughts on modern equivalents of the work tasks compiled. Pestle + Mortar = the flour mill hand seeding and hoeing = automotive machines, etc.
      c. Effort must be made to show work roles were assumed by primative people and found rewarding just as modern day man takes work roles for the rewards and satisfactions.
      d. Pupils may wish to show pictures of Indians at work that they have found in persual of library books.

C. Materials:
   1. Museum of Natural History
   2. Field trip - local Indian Dig
   3. Library materials on Indians (most school libraries have extensive materials)

APPENDIX A

APPENDIX A

UNIT AUTHOR AND SCHOOL

Unit Number	Author	School
B-1	Martha Gagnon	Leasure
B-2	Dick Stobaugh	Wilson
B-3	Martha Gagnon	Leasure
B-4	Henry Moore	Brookside
B-5	Martha Gagnon	Leasure
B-6	Kathy Perry	Leasure
B-7	Mike Reese	Maclary
B-8	Linda Weaver	Brookside
B-9	Joyce Clark	McVey
B-10	Kathy Perry	Leasure
B-11	Dick Stobaugh	Wilson
B-12	Dick Stobaugh	Wilson
B-13	Kathleen K. Leck	Cobbs
B-14	Maxine Shay	Brookside
B-15	Mike Reese	Maclary
B-16	Kathy Perry	Leasure
B-17	Cheryl Davis	Leasure
B-18	Mike Reese	Maclary
C-1	Cheryl Davis	Leasure
C-2	Cheryl Davis	Leasure
C-3	Mike Cox	Brookside
C-4	Henry Rickerman	Brookside